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ABSTRACT

In the spring of 1984, the San Diego (California) Unified School District's Research Department initiated a five-year study of the district's 1984 senior high school graduates. The study documents graduates' transition from high school into young adulthood, beginning shortly after graduation. Focus is on: (1) providing information to district staff and the general public regarding graduates' progress and the degree to which the San Diego City Schools have prepared graduates' for life after high school; and (2) assisting district staff in evaluating and reviewing current programs and services through the use of information about graduates' assessments and experiences. Study subjects, selected via proportional, stratified random sampling, were administered questionnaires by mail; non-respondents were contacted by telephone. Approximately 74% of the targeted students responded (N=759). Results cover employment rates and occupations, wages, postsecondary educational aspirations and enrollment, marital status, attitudes toward high school experience, parental influences, and differences in student responses that could be attributed to racial or ethnic group membership. Recommendations based on findings are largely directed toward counseling requirements, the needs of Hispanics and Blacks, and the importance of inclusion of basic skills in high school curricula. Sixty-three tables and 48 graphs are presented; and the August and September 1986 Graduate Follow-Up Questionnaires and Graduate Follow-Up Telephone Script are appended. (TJH)

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San Diego City Schools
PLANNING, RESEARCH, AND EVALUATION DIVISION

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GRADUATE FOLLOW-UP STUDY: PHASE II
SAN DIEGO CITY SCHOOLS' CLASS OF 1984
TWO YEARS AFTER GRADUATION

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GRADUATE FOLLOW-UP STUDY: PHASE II
SAN DIEGO CITY SCHOOLS' CLASS OF 1984
TWO YEARS AFTER GRADUATION

Prepared by
Peter D. Bell

April 28, 1987

SAN DIEGO CITY SCHOOLS

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Peter D. Bell
April 28, 1987

SAN DIEGO CITY SCHOOLS
Planning, Research, and Evaluation Division
Research Department

GRADUATE FOLLOW-UP STUDY: PHASE II
SAN DIEGO CITY SCHOOLS' CLASS OF 1984
TWO YEARS AFTER GRADUATION

April 28, 1987

EXECUTIVE SUMMARY

Issue/Concern

In the spring of 1984, the San Diego Unified School District's Research Department initiated a five-year longitudinal study of the district's 1984 senior high school graduates. The study documents graduates' transition from high school into young adulthood, beginning shortly after graduation and extending five years thereafter. This report is the second in a series of reports on the status and experiences of the class of 1984.

Background

The primary objectives of the follow-up study are to:

- Provide information to district staff and the general public regarding graduates' progress and how the San Diego City Schools have prepared them for life after high school; and

- Assist district staff to evaluate and review current programs and services through the use of information about graduates' assessments and experiences.

In mid-1984, a representative sample of 1984 district graduates was selected to participate in a multi-year graduate follow-up study. Proportional, stratified random sampling was used to ensure that resulting data would represent the entire class of 1984, as well as demographic subgroups. In this second-year study, participants were sent an initial questionnaire in late July 1986, followed by a second mailing of the same questionnaire to non-respondents in late August. Those students who did not respond to either mailing were contacted directly by phone in the following months. This process resulted in a nearly 74 percent response rate, an unusually high rate for such surveys.

This second report of the multiphase follow-up study on the Class of 1984 describes the activities and undertakings of selected 1984 graduates in their second year after graduation.

Findings

- Employment of 1984 graduates rose sharply between the first and second years--from 55 percent of first-year respondents to 71 percent of the second year's. Full-time employment accounted for all of the increase.

- Service, sales, and clerical position accounted for about three-quarters of the jobs held by graduates in the second year after graduation.

- Median annual pay of 1984 graduates in their second-year after graduation was $10,400 for full-time work and $5,200 for part-time work. Males and Whites earned the most; females, Indochinese and Filipinos the least.

- Postsecondary enrollment of 1984 graduates declined from 69 percent the first year to 61 percent the second year.

- Postsecondary school enrollment two years after graduation varied considerably by racial/ethnic group: Filipinos 76 percent, Asians 68 percent, Whites 64 percent, Indochinese 62 percent, Blacks 47 percent, and Hispanics 47 percent.

- There was considerable flux in 1984 graduates' work and schooling statuses from the first year after graduation to the second.

- Only four percent of the district's 1984 graduates had married by spring 1986, considerably less than the corresponding 12 percent of a national sample of 1980 graduates two years after graduation.

- Experience with school and work seems to have led graduates to feel that high schools should provide more emphasis on basic academic subjects.

- Parents have by far the greatest influence on high school graduates' post-high-school plans. The influence of school personnel on students' future plans varies considerably; for example, relative to other groups, Indochinese graduates are more likely to be influenced by school personnel, and less by parents and other adults.

- Graduates overwhelmingly feel that teachers and counselors encouraged them to go to college.

- Differences among Asian ethnic subgroups highlight the importance of making distinctions among them when generalizing about racial/ethnic differences.

Recommendations

- Further annual studies of the Class of 1984 should be carried out. The longitudinal approach is a valuable one, highlighting processes and changes occurring in the first few years after graduation.

- Future studies would do well to examine the interrelationships of school background and performance of study participants and their post-high-school activities and achievements.

- Counselors should use the data to influence and augment the information they offer students about life and opportunity after high school.

- Counseling services and school programs in general should recognize differences in racial/ethnic groups in terms of the relative influence of key individuals on graduates' post-high-school plans.

- Hispanics, in particular, and Blacks to a lesser degree are in need of further attention by the district. Even among graduates, relatively few avail themselves of postsecondary educational opportunities. Programs are needed to direct these students toward more rigorous academic studies, to encourage and support them in these studies, and to open up the possibilities of higher education for them.

- The importance of basic skills and basic subjects for graduates suggests that the move toward a core curriculum and away from a wide variety of non-academic electives should be supported and continued.

- Individual schools should review school-specific data, taking into account school sample size.

Budget and Policy Implications

Data derived from the follow-up study may ultimately affect decisions taken about programs and curriculum changes designed to address concerns expressed by graduates. Specific budget and policy impact remain to be seen.

Report prepared by Peter D. Bell

PDB:jd

GRADUATE FOLLOW-UP STUDY: PHASE II
SAN DIEGO CITY SCHOOLS' CLASS OF 1984
TWO YEARS AFTER GRADUATION

I.
INTRODUCTION

In the spring of 1984 the San Diego City Schools' Research Department initiated a five-year longitudinal study of the district's 1984 senior high school graduates. The study documents graduates' transition from high school into young adulthood, beginning shortly after graduation and extending five years thereafter. This report is the second in a series of reports on the status and experiences of the class of 1984. The initial study was carried out in January-February 1985 and reported in April 1986. It described a period about six months after graduation. This study was carried out in August to December 1985 and describes a period, April 1986, about 22 months after graduation.

The primary purposes of the follow-up study are to:

1) Provide information to district staff and the general public regarding graduates' progress and about the degree to which our schools have prepared them for life after high school; and

2) Assist district staff in evaluating and reviewing current programs and services through the use of information about graduates' assessments and experiences.

This second report of the multiphase follow-up study on the class of 1984 describes the activities and undertakings of previously surveyed 1984 graduates during the second year after graduation, including employment and postsecondary education. Topics specifically added for this second survey include questions on job income, voter registration, opinions about high school areas of emphasis and counseling, the degree of influence of various people on post-high-school plans, teachers and counselors' attempts to influence post-high-school plans, and areas in which graduates felt high school best (and least) prepared them for future work and schooling.

This study differs from most graduate follow-up studies in its longitudinal nature. Most such research involves a one-time study, most often of the year after graduation.

A longitudinal approach, as represented in this study, has several distinct advantages. It permits:

- a more thorough, in-depth examination of graduates' attitudes and experiences;
- a better understanding of the process of graduates' adjustment to post-high-school life and entry into adulthood, a process often marked by frequent change and adjustment; and
- a more profound appreciation of high schools' varying legacy at <u>different</u> periods in the years after high school.

The report is organized in the following manner. The next section, Section II, describes the methodology of the study. Section III discusses the major findings of the survey, focusing on graduates' work and school standing nearly two years after graduation and on graduates' attitudes and perceptions about their high school preparation and experience. Section IV summarizes the major thrusts of the findings. Section V recommends certain actions and future research on the basis of current findings. The appendices display summary data regarding the sample used in the survey, the survey materials sent to graduates (including protocols for telephone contacts), and additional tables of data, including school-by-school breakouts of responses to each question.

II.
METHODOLOGY

A. Design of Project

This study was designed to yield the largest possible survey return. The second phase follows largely the same design as the first phase, while also attempting to increase accuracy of data. A one-sheet, two-sided questionnaire was sent to the same proportional, stratified random sample of district 1984 graduates. The survey was kept brief (although longer than the one-page questionnaire of last year) to avoid burdening respondents and to maximize response. If sample members did not respond to the questionnaire, a second questionnaire was mailed out. If no response was attained in this manner, telephone contact was attempted.

The survey questionnaire (see Appendix B) asked graduates to report their current status, especially regarding schooling and employment. Other questions asked students about high school preparation for their current schooling or employment, their feelings on what high school should have done in certain areas, and the influence of different persons, especially counselors and teachers, on post-high-school plans.

Many of these latter, non-status questions were posed nationally to 1980 graduates in High School and Beyond, a longitudinal study of high school graduates throughout the United States sponsored by the Department of Education. Where possible, national responses to these questions are presented in comparison with those of San Diego City Schools. Readers should be aware that there are some differences in the collection of local and national data, although this should not detract substantially from comparisons.

Because this is a multi-year study, many of the status questions are repeated from the first year of the study and will be repeated in later years as well. This permits a study of trends across years and allows a close look at the processes of postsecondary schooling and of starting a career.

Future plans for this study include expansion of the survey into other areas including postsecondary education study areas, summer work, assorted evaluations and reevaluations of high school, and more detailed treatment of family status. Many of these areas would

constitute desirable information even at this point in the study. However, the importance of obtaining maximal response in order to provide valid, reliable information necessitates limiting the length and scope of any single questionnaire.

B. Sample Design

The follow-up study of the class of 1984 is based on surveying a representative sample of the class rather than the whole class. A sample costs less and provides reasonable accuracy in reporting the status and opinions of graduates. The sample was chosen in 1984 for the first-year study. It is this same group of graduates that is being surveyed each year of the study. The sample was originally selected so as to allow inferences about each of the following groups:

- The entire graduating class of 1984.
- Male and female graduates, respectively.
- Graduates of each of various broad racial/ethnic groups (Hispanics, Whites, Blacks, and Asians[1]).
- Graduates of each of the district's comprehensive high schools.

After this initial primary sample was designed and selected, an additional sample was chosen to provide more accurate data for the district's atypical schools[2] (Gompers, Wright Brothers, Garfield, Twain, O'Farrell, and Muir). The study required an expanded atypical sample because the number of students in the original primary sample from the atypical schools was too small to permit reliable inferences about the graduating classes of the individual atypical schools. The results for this secondary sample are included in the school-by-school breakouts in the appendices but are not included in the district aggregates discussed throughout this narrative.

The primary sample was chosen in the following manner:

- The graduating class was divided into distinct groups of students sharing alma mater, sex, and racial/ethnic group (e.g., black females graduating from Serra High School, Asian males graduating from Clairemont).

---

[1]This second-year report breaks down the broader Asian category presented in the first study into narrower Asian, Filipino, and Indochinese subgroups. This permits important differences to be highlighted. However, the reader should avoid overemphasizing small differences due to the small subsample sizes.

[2]Atypical schools are those which offer alternative, magnet, or special education programs or which are on a different grade structure (e.g., grades 4-12) than the typical elementary, middle, junior high, or senior high school.

- A computer program generated random numbers for each group ranging from one to the number of people in the subgroup.
- These random numbers were used to select a proportionate share of each subgroup (about one-sixth).
- The samples selected from each subgroup were joined to form the sample for the survey.

This process resulted in a proportional stratified random sample--a sample in which the number of students chosen from each category or sub-group of graduates (i.e., each school, sex, and racial/ethnic group) is proportional to the number of those students in the total graduating class.

The initial sample size was chosen to attain reliable, relatively precise data for the sample as a whole and for subsamples. At that time, calculations were carried out to determine the precision for findings for the entire class and subgroups at both the 90 percent and 95 percent confidence levels. This analysis indicates the intervals around the sample mean value in which we can be 90 or 95 percent confident that the actual population (i.e., the whole graduating class, all White students graduating in 1984 from Mira Mesa High, etc.) mean value falls. Given this random sample, any data obtained in this survey would 95 of 100 times accurately represent actual 1984 graduating class values within 2.7 percentage points, the values for either sex within 3.9 percentage points, and one of the four major racial/ethnic groups within 7.1 percentage points, not including the three Asian subgroups. Individual school values were determined to have a 95 percent confidence level interval greater than $\pm$10 percentage points.

It must be kept in mind that these values were determined assuming a 100 percent response rate. As actual response rates were high, but nonetheless below that, one must, in fact, inflate these confidence intervals.

C. Return of Questionnaire

The information provided in this study is based on a nearly 74 percent response rate of those chosen to represent the class of 1984. Of the 1,029[3] individuals in the sample, 760 responded. Appendix A indicates the response rates according to respondents' sex, race/ethnicity, and alma mater. Rates for the 18 schools with ten or more students in the sample ranged from 54.5 to 85.2 percent. Return rates for specific racial/ethnic groups ranged from 56.2 to 82.5 percent. As can be seen, Blacks are somewhat underrepresented among the respondents. Males and females had nearly identical response rates. The separate atypical school sample yielded a return ranging from 25.0 to 79.5 percent for the six schools.

[3]Note that the sample size of 1,029 differs from the 1,055 reported in the first phase of this study. While the larger sample size was selected for the first phase, contact was only attempted with the 1,029. For the sake of comparability, the same 1,029 were contacted this time as well.

The overall return rate is a high one for this type of survey, generally allowing sound inferences for the 1984 graduate class as a whole. The primary reason for the high response rate is the multiple efforts made to contact sample members.

Several months after the results of the first phase of the Graduate Follow-up Study were reported, a brochure was prepared and sent to members of the sample, summarizing findings and encouraging participation in the second phase. The brochure was accompanied by press clippings about the survey and by a postage-prepaid postcard asking for address changes and corrections. About 300 graduates responded to this address correction/update card. See Appendix B for the contents of this mailing.

Graduates were then sent the first mailing of the questionnaire in late July 1986 and a second mailing of the same questionnaire in late August. Copies of the questionnaires and the accompanying cover letter are displayed in Appendix C.

Those students who did not return either questionnaire by the beginning of October received follow-up phone calls from three college students hired on an hourly basis by the Research Department, from an intern, and from two staff members. Unlike the first phase of this study, responses were taken only from students themselves, not parents or guardians, resulting in increased accuracy. The protocol used for this calling is displayed in Appendix C.

Four hundred seventy-five members of the sample returned their mailed questionnaires; this represents 46.2 percent of the total sample (1,029) and 62.5 percent of all responses to the survey (760). The telephone survey was able to obtain responses from 285 (51.4 percent) of the 554 graduates who did not respond to the mailed questionnaire. These represent 37.5 percent of all responses to this second follow-up survey. Fifty-two (37.4 percent) of the atypical school sample returned their questionnaires (57.8 percent of all who responded). The telephone survey elicited responses from another 38 (27.3 percent of the atypical sample and 42.2 percent of the atypical respondents).

III.
FINDINGS

A. Graduates' Status Twenty-Two Months After Graduation

A major consideration of this study is to track and document what graduates are doing, their current life status and how that changes over time. In this second year after graduation, three major areas were considered: work (employment); schooling; and marital status. Specifically, graduates were asked to think back to a time in late April of their second year after graduation and to report their employment and enrollment in school, if any. If not employed or enrolled, graduates were asked which of a number of other possible statuses applied (see Appendix B for the specific form of questions 1, 2, and 3).

Employment. Nearly 71 percent of the sample was employed, slightly more full-time than part-time. This represents a considerable increase from the 55 percent employment of first-year graduates. Full-time employment accounts for the increase rising from 20 percent to 37.9 percent, while part-time employment remained relatively steady, dropping slightly from 35 to 32.7 percent (see Table 1).

Table 1

Employment/Work Status, 22 Months After Graduation
Class of '84

		PERCENT OF GRADUATES							
		SEX		RACE/ETHNICITY					
Employment/Work Status	District Totals†	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Full Time	37.9	38.3	37.6	32.1	18.2	35.6	53.9	48.0	35.3
Part Time	32.7	36.7	28.5	25.0	33.3	24.4	26.3	34.7	34.4
School Only	22.3	20.1	24.5	42.9	36.4	35.6	15.8	9.2	22.5
Military Svc.*	2.4	.5	4.3	0.0	6.1	0.0	1.3	3.1	2.5
Homemaker	.8	1.6	0.0	0.0	3.0	0.0	1.3	2.0	.4
Unemployed	1.1	1.3	.8	0.0	0.0	2.2	0.0	1.0	1.3
Taking Break	1.7	1.3	2.1	0.0	3.0	2.2	1.3	2.0	1.7
Other	1.2	.3	2.1	0.0	0.0	0.0	0.0	0.0	1.9
TOTAL RESPONSES	759	384	375	28	33	45	76	98	479

*Numbers of the military service were probably undercounted due to difficulties in making contact. See footnote 4.

†Note that percentages in this and succeeding tables may not always total exactly to 100.0 or to expressed column or row totals due to rounding.

About 22 percent were in school and not working, and about two-and-one-half percent were in the military.[4] Less than two percent each were

[4]The methodology of this survey has probably underrepresented the actual number in the military. The survey required contact with the graduate. Quite a few cases were noted of graduates indicated by parents to be in the military, but impossible to contact and thus survey.

recorded in the following categories: taking a break from school and work (1.7 percent); other (e.g., voluntary church work, convalescence from illness and injury--1.2 percent); unemployment (1.1 percent)[5] and full-time homemaking (0.8 percent).

The increase in the percentage of workers cited above and other changes since the first year do not fully reflect the degree to which individual graduates have changed their employment statuses within the period of 16 months since the first survey. Table 2, which cross-tabulates first- and second-year statuses of graduates responding both years,[6] indicates there is much more change. Whereas only 23 percent of full-time workers changed work statuses (not workplace), more than half the part-time workers switched work status (40 percent to full-time status, 10 percent to school, no work), as did 53 percent of the nonworking students attending school (31 percent to part-time, 17 percent to full-time work). Calculations from the raw data show that only slightly more than half (51 percent) of the respondents maintained the same employment status from the first year to the second year.

As can be seen from Table 1, there were no major differences between males and females in employment status. However, males were more likely to be in school and not working, to be in the military service, and to be involved in other activities (e.g., missionary work for the Church of the Latter Day Saints). Females were more likely to be working part-time and to be full-time homemakers.

The differences among various racial/ethnic groups (also displayed in Table 1) were considerably greater. Blacks and Hispanics were far more likely to be engaged in full-time work than Asian (particularly

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[5]Data from the second-year High School and Beyond study (Two Years After High School: A Capsule Description of 1980 Seniors) indicate an unemployment rate in October 1982 of about nine percent. Strictly speaking, this rate is not comparable to the district's rate. It includes part-time students who were looking for work. The base (denominator) is the labor force, which excludes non-working full-time students. Moreover, this was at a time of relatively high unemployment.

To construct a comparable index for the district's graduates, it was assumed that all part-time students not attending school were looking for work, hence "unemployed." All non-working, full-time students, all graduates taking a break, all homemakers, and all "others" were excluded from the labor force. This gave a comparably computed unemployment rate of 3.3 percent, still quite low.

[6]Note that the numbers and percentages given in Table 2 (as well as 4, 12, and 14) are not identical with either the first-year or second-year results, as they represent only graduates responding to both surveys. Respondents to both surveys constitute 89.9 percent of second-year survey respondents and 80.3 percent of first-year survey respondents.

Table 2

First-Year Employment/Work Status
Vis-a-Vis Second Year Employment Status
Class of '84

FIRST YEAR	Row Pct.* / Col.Pct.	SECOND YEAR: Full Time	Part Time	School Only	Military Service	Homemaker	Unemployed	Taking Break	Other	No. Grads Tot. Pct.
	Full Time	77.2	9.4	7.9	0.8	0.8	0.8	1.6	1.6	127
		39.0	5.4	6.4	7.1	50.0	14.3	18.2	22.2	18.6
	Part Time	40.1	46.9	9.9	0.8	0.0	0.4	1.1	0.8	262
		41.8	55.4	16.7	14.3	0.0	14.3	27.3	22.2	38.4
	School Only	16.6	31.2	46.6	1.2	0.0	0.8	1.6	2.0	253
		16.7	35.6	75.6	21.4	0.0	28.6	36.4	55.6	37.1
	Military Service	16.7	16.7	0.0	58.3	0.0	0.0	8.3	0.0	12
		0.8	0.9	0.0	50.0	0.0	0.0	9.1	0.0	1.8
	Homemaker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Unemployed	53.8	15.4	7.7	7.7	7.7	7.7	0.0	0.0	13
		2.8	0.9	0.6	7.1	50.0	7.1	0.0	0.0	1.9
	Taking Break	46.7	26.7	6.7	0.0	0.0	13.3	6.7	0.0	15
		2.8	1.8	0.6	0.0	0.0	14.3	9.1	0.0	2.2
	No. Grads	251	222	156	14	2	7	11	9	682
	Tot. Pct.	36.8	32.6	22.9	2.1	0.3	1.0	1.6	1.3	100.0

*This table compares the first- and second-year statuses of graduates who responded both years. Row percentages show the portion of respondents in a first-year status who were in each second-year status. For example, 77.2 percent of first-year full-time workers also worked full-time the second year. Column percentages indicate the portion of respondents in a second-year status who started out in each first-year status. Only 39.0 percent of second-year full-time workers also worked full-time last year.

Filipino) and White graduates. Asian (Asian, Filipino, and Indo-Chinese) graduates were more likely to be in school and not working than White, and particularly Black and Hispanic graduates. Variation in other categories is based on such small numbers as to be insignificant.

Schooling. Nearly 61 (60.6) percent of the respondents were enrolled in some form of postsecondary education (see Table 3). Nearly half (49.7 percent) were enrolled full-time, while close to 11 percent were attending part-time. Total enrollment was about eight percentage points lower than the first-year enrollment of 69 percent.

Table 3

School Enrollment Status, 22 Months After Graduation (Year 2)
Class of '84

School Enrollment Status	District Totals		PERCENT OF GRADUATES							
			SEX		RACE/ETHNICITY					
	Yr.1	Yr.2	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Full Time	55	49.7	48.7	50.7	57.1	63.6	55.6	40.8	32.7	52.6
Part Time	14	10.9	11.5	10.4	10.7	12.1	6.7	6.6	14.3	11.3
Not in School	31	39.4	39.8	38.9	32.1	24.2	37.8	52.6	53.1	36.1
TOTAL RESPONSES		759	384	375	28	33	45	76	98	479

Several points need to be made in order to understand these numbers properly. First, they do not mean simply that some eight percent of the graduating class left postsecondary schools between the first and second years. In fact, of those graduates who replied to both first- and second-year questionnaires[7] and were in school full time the first year, nearly 18 percent were no longer in school the second year

[7]As noted in the footnote above, those who responded to both first- and second-year questionnaires are not fully representative of all graduates or even of all respondents. Specifically, they are slightly more likely to attend school than nonrespondents. Seventy-three percent attended post-secondary school the first year, compared to 69 percent of all respondents, and 62 percent the second-year, vis-a-vis 61 percent of all second-year respondents.

(see Table 4). Nearly one-half of the first-year part-time students were not enrolled the second year. Thus, there is considerable flux from year to year. Part-time schooling in particular seems to be a short-term status. While nearly 79 percent of those not in school the first year and 75 percent of full-time enrollees maintained their status the second year, only 24 percent of first-year part-time students remained part-time students the second year. Forty-six percent left school and 30 percent took on full-time status.

Sex-based differences in school enrollment are extremely small and statistically insignificant (see Table 3). Racial/ethnic differences are considerably more pronounced. Full-time enrollment extends from the Asian (Asian, Filipino, and Indochinese) group's 55 to 65 percent range to Blacks' 41 percent and Hispanics' 33 percent. Over half of the Black and Hispanic students are not enrolled in postsecondary schools, compared to the one-quarter to slightly more than one-third of

Table 4

First-Year School Enrollment Status
Vis-a-Vis Second-Year School Enrollment
Class of '84

	Row Pct.* / Col.Pct.	SECOND YEAR: Not in School	SECOND YEAR: Part Time	SECOND YEAR: Full Time	No. Grads Tot. Pct.
FIRST YEAR	Not in School	78.6 55.2	12.1 28.9	9.3 4.9	182 26.7
	Part Time	46.4 17.4	23.7 30.2	29.9 8.4	97 14.2
	Full Time	17.6 27.4	7.7 40.8	74.7 86.7	403 59.1
	No. Grads	259	76	347	682
	Tot. Pct.	38.0	11.1	50.9	100.0

*See note in Table 2.

other racial/ethnic groups. Part-time enrollment among respondents also varies but, here too, numbers are too small to be meaningful.

School and Work. Working and attending school are, of course, not mutually exclusive activities. Twenty-two months after graduation fully 38.3 percent of June 1984 graduates are both working and enrolled in school (see Table 5.1), up from 32 percent in the first year. The majority of these working students (24.4 percent) work part-time and attend school full-time. The rest of the nearly 14 percent working and attending school are split almost equally among the other three work/school combinations. A noteworthy finding is that nearly 4.5 percent (about one of every twenty-two) of graduates are both working full-time and attending school full-time.

Of those not in school, nearly 82 percent are working full- (72.2 percent) or part-time (9.7 percent), with another six percent in the military. Seven percent are either taking a break from work and school (4.3 percent) or are unemployed (2.7 percent). Of those enrolled in school, about five of every eight students (63.3 percent) are also working, mostly part-time. About 58 percent of full-time students work, compared to nearly 87 percent of part-time students. Not surprisingly, most working full-time students work part-time, with part-time workers outnumbering full-time ones by more than five to one. Working part-time students, on the other hand, are split almost evenly between full- and part-time workers.

About one-quarter of full-time workers also attend school, split almost evenly between full- and part-time enrollment. Over 88 percent of part-time workers also attend school, the vast majority (about 11 of 13) full-time.

Male-female differences are relatively small. However, male students are marginally more likely to work full-time or not at all, while female students are more likely to work part-time (see Table 5.2).

Of the various racial/ethnic groups tracked, Asian students--broadly defined, including Asian, Filipino, and Indochinese--are most likely to attend school full-time and not work (see Table 5.3). Over 30 percent of each of these groups attend school full-time without working, compared to 21.5 percent of Whites, 15.8 percent of Blacks, and 7.1 percent of Hispanic graduates. Only part of this differential is due to the racial/ethnic differences in total school enrollment cited earlier (cf. Table 3), that Asians, broadly defined are simply more likely to attend school. Looking only at full-time students, we find that over half of the graduates of each of the three Asian groups--69 percent for Asians, 52 percent for Filipino, and 56 percent for Indochinese--were not working while in school, compared to 41 percent of Whites, 39 percent of Blacks, and 22 percent of Hispanics. The numbers of part-time students are relatively small, but only magnify these differences. When all students--full-time and part-time--are included, 56 percent of Asian students (63 percent of Asians, 48 percent of Filipinos, and 56 percent of Indochinese) are not simultaneously working, compared to 35 percent of White students, 33 percent of Blacks, and only 20 percent of Hispanics. As seen below, some of this disparity is related to the nature of the institutions attended.

Table 5

School Enrollment by Employment Status
District, Gender, and Racial/Ethnic Group Totals
Class of '84

Table 5.1

District Totals
(Values equal percentages of total sample)

SCHOOL ENROLLMENT	EMPLOYMENT STATUS: Full Time	Part Time	School Only	All Other	TOTALS
Full Time	4.5	24.4	20.8	—	49.7
Part Time	5.0	4.5	1.4	—	10.9
Not in School	28.5	3.8	—	7.2	39.4
TOTALS	37.9	32.7	22.3	7.2	100.0
					N=759

Table 5.2a

Females
(Values equal percentages of females in sample)

SCHOOL ENROLLMENT	EMPLOYMENT STATUS: Full Time	Part Time	School Only	All Other	TOTALS
Full Time	3.1	26.8	18.8	—	48.7
Part Time	5.2	4.9	1.3	—	11.5
Not in School	29.9	4.9	—	5.0	39.8
TOTALS	38.3	36.7	20.1	5.0	100.0
					N=759

Table 5.2b

Males
(Values equal percentages of males in sample)

SCHOOL ENROLLMENT	EMPLOYMENT STATUS: Full Time	Part Time	School Only	All Other	TOTALS
Full Time	5.9	21.9	22.9	—	50.7
Part Time	4.8	4.0	1.6	—	10.4
Not in School	26.9	2.7	—	9.3	38.9
TOTALS	37.6	28.5	24.5	9.3	100.0
					N=759

Table 5 (Cont'd.)

School Enrollment by Employment Status
District, Gender, and Racial/Ethnic Group Totals
Class of '84

Table 5.3a

Asians
(Values equal percentages of Asians in sample)

SCHOOL ENROLLMENT	EMPLOYMENT STATUS: Full Time	Part Time	School Only	All Other	TOTALS
Full Time	3.6	14.3	39.3	—	57.1
Part Time	3.6	3.6	3.6	—	10.7
Not in School	25.0	7.1	—	—	32.1
TOTALS	32.1	25.0	42.9	0.0	100.0
					N= 28

Table 5.3b

Filipinos
(Values equal percentages of Filipinos in sample)

SCHOOL ENROLLMENT	EMPLOYMENT STATUS: Full Time	Part Time	School Only	All Other	TOTALS
Full Time	3.0	27.3	33.3	—	63.6
Part Time	3.0	6.1	3.0	—	12.1
Not in School	12.1	0.0	—	12.1	24.2
TOTALS	18.2	33.3	36.4	12.1	100.0
					N= 33

Table 5.3c

Indochinese
(Values equal percentages of Indochinese in sample)

SCHOOL ENROLLMENT	EMPLOYMENT STATUS: Full Time	Part Time	School Only	All Other	TOTALS
Full Time	2.2	22.2	31.1	—	55.6
Part Time	2.2	0.0	4.4	—	6.7
Not in School	31.1	2.2	—	4.4	37.8
TOTALS	35.6	24.4	35.6	4.4	100.0
					N= 45

Table 5.3d

Blacks
(Values equal percentages of Blacks in sample)

SCHOOL ENROLLMENT	EMPLOYMENT STATUS: Full Time	Part Time	School Only	All Other	TOTALS
Full Time	5.3	19.7	15.8	—	40.8
Part Time	3.9	2.6	0.0	—	6.6
Not in School	44.7	3.9	—	3.9	52.6
TOTALS	53.9	26.3	15.8	3.9	100.0
					N= 76

Table 5.3e

Hispanics
(Values equal percentages of Hispanics in sample)

SCHOOL ENROLLMENT	EMPLOYMENT STATUS: Full Time	Part Time	School Only	All Other	TOTALS
Full Time	2.0	23.5	7.1	—	32.7
Part Time	7.1	5.1	2.0	—	14.3
Not in School	38.8	6.1	—	8.1	53.1
TOTALS	48.0	34.7	9.2	8.1	100.0
					N= 98

Table 5.3f

Whites
(Values equal percentages of Whites in sample)

SCHOOL ENROLLMENT	EMPLOYMENT STATUS: Full Time	Part Time	School Only	All Other	TOTALS
Full Time	5.2	25.9	21.5	—	52.6
Part Time	5.2	5.0	1.0	—	11.3
Not in School	24.8	3.5	—	7.8	36.1
TOTALS	35.3	34.4	22.5	7.8	100.0
					N=479

Types of Employment. Service, sales, and clerical positions[8] accounted for about three-quarters of the jobs held by graduates in the second year after graduation (see Table 6). Each accounted for about a quarter of

Table 6

Job Types, 22 Months After Graduation
Class of '84

		PERCENT OF GRADUATES							
		SEX		RACE/ETHNICITY					
Job Type	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Not Employed	29.7	25.3	34.1	42.9	50.0	40.0	20.0	17.7	30.5
Agricultural	0.8	0.5	1.1	0.0	0.0	4.4	0.0	0.0	0.8
Craftsmen	2.5	1.1	4.0	0.0	0.0	0.0	1.3	7.3	2.3
Clerical	16.6	25.8	7.3	17.9	15.6	11.1	24.0	15.6	16.2
Laborer	3.1	0.3	5.9	7.1	3.1	2.2	2.7	3.1	2.9
Managerial	0.7	1.3	0.0	0.0	0.0	0.0	1.3	0.0	0.8
Mechanic	1.1	0.0	2.2	0.0	0.0	0.0	1.3	3.1	0.8
Operatives	4.8	2.9	6.7	3.6	3.1	17.8	6.7	4.2	3.6
(Semi)Professional	2.8	3.2	2.4	3.6	6.3	2.2	0.0	3.1	2.9
Sales	17.4	21.3	13.4	17.9	9.4	8.9	17.3	18.8	18.5
Service	18.6	18.4	18.8	7.1	12.5	11.1	24.0	25.0	18.3
Transportation	2.0	0.0	4.0	0.0	0.0	2.2	1.3	2.1	2.3
TOTAL RESPONSES	752	380	372	28	32	45	75	96	476

[8]These job-type categories are based on codes defined in the Standard Occupational Classification Manual, U. S. Department of Commerce, Office of Federal Statistical Policy and Standards, 1980. Jobs were coded on the basis of the four-digit codes. Categories were then defined as follows:

Managerial	1100-1499
(Semi)Professional	1600-3999
Sales	4000-4499
Clerical	4500-4799
Service	5000-5299
Agricultural	5500-5899
Mechanic	6000-6199
Crafts	6300-6499, 6700-6899, 7100-7499
Operatives	6500-6599, 6900-6999, 7500-7899
Transportation	8100-8399
Laborers	8500-8799

Military occupations and miscellaneous occupations were ignored.

the 70-plus percent of graduates employed. Operatives, laborers, (semi-)professional, and craftsmen accounted for most of the remaining positions. There were significant employment differences between the two sexes. The types of positions were more evenly distributed among males. Clerical, sales, and service positions (in descending order) accounted for slightly more than 13 of every 15 positions held by females compared to three of every five (9 of 15) positions held by males. Service positions were held by comparable numbers of males, but male sales and particularly clerical positions lagged far behind those of females. While the same three categories dominate, the numbers of craftsmen, laborers, operatives, and transportation personnel each began to approach the number of male clerical workers. All, along with mechanics, significantly outnumbered their female counterparts.

Among the racial/ethnic groups, differences were somewhat smaller or insignificant due to the small numbers involved in such a breakdown. Some of the differences were exacerbated by the raw differences in employment and schooling numbers cited above. It is noteworthy, though, that Hispanics were far more likely than other groups to be craftsmen, and Indochinese were more likely to be operatives, especially on electronic assembly. Filipino and Indochinese graduates were only half as likely to be in sales positions as members of other groups. These and the previous findings concerning Indochinese students may reflect a lack of confident command of English. Black and Hispanic graduates were almost two-and-a-half times as likely to be in service jobs as Asian (broadly interpreted) graduates, with Whites intermediate.

An examination of industry of employers[9] (see Table 7) shows employment strongly dominated by the service economy. Only 13.4 percent of those employed (9.4 percent of the sample) worked in manufacturing, construction, or agricultural industries (none in mining). Retail and wholesale

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[9]These industrial categories are based loosely on codes defined in the Standard Industrial Classification Manual, Executive Office of the President, Bureau of the Budget, 1967. Workplaces were categorized in the following manner:

Agricultural	Division A, Major Groups 01-09
Mining	Division B, Major Groups 10-14
Construction	Division C, Major Groups 15-17
Manufacturing	Division D, Major Groups 19-39
Retail, Wholesale Trade	Division F, Major Groups 50-57, 59
Restaurant, Fast Food	Division F, Major Group 58
Financial	Division G, Major Groups 60-67
Repair	Division H, Major Groups 75-76
Entertainment	Division H, Major Groups 78-79
Care (medical, day)	Division H, Major Groups 80, 82
Education	Division H, Major Group 82
Other (nonprofit)	Division H, Major Group 86
Other services	Division H, Major Groups 70-73,81,84,88-89
Government	Division I, Major Groups 91-94

Nonclassifiable establishments were ignored. There were none.

Table 7

Industry of Employment, 22 Months After Graduation
Class of '84

Industry	District Totals	SEX		PERCENT OF GRADUATES RACE/ETHNICITY					
		Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Not Employed	29.9	25.6	34.2	42.9	50.0	40.0	20.3	17.7	30.8
Agriculture	0.5	0.3	0.8	0.0	0.0	4.4	0.0	0.0	0.4
Care,med,day,other	3.4	5.9	0.8	0.0	9.4	4.4	6.8	7.3	1.7
Construction	2.4	0.3	4.6	3.6	3.1	2.2	1.4	1.0	2.8
Education	7.8	9.3	6.2	7.1	3.1	6.7	10.8	5.2	8.3
Entertainment	2.5	2.1	3.0	0.0	3.1	0.0	4.1	4.2	2.3
Fin, Ins, Rl Est	5.1	9.1	1.1	3.6	6.3	4.4	5.4	3.1	5.5
Government	1.9	2.1	1.6	3.6	6.3	0.0	4.1	3.1	1.1
Manufacturing	6.4	5.3	7.5	7.1	3.1	22.2	6.8	3.1	5.7
Other	0.4	0.5	0.3	0.0	0.0	0.0	0.0	2.1	0.2
Repair	0.7	0.0	1.3	0.0	0.0	0.0	0.0	2.1	0.6
Rest. and Fast F	10.5	9.9	11.1	3.6	0.0	2.2	13.5	12.5	11.5
Retail,Wholesale	18.8	21.6	15.9	25.0	6.3	11.1	17.6	20.8	19.7
Other service	9.8	8.0	11.6	3.6	9.4	2.2	9.5	17.7	9.3
TOTAL RESPONSES	746	375	371	28	32	96	74	96	471

firms accounted for over a quarter--26.8 percent--of those employed (18.8 percent of the sample), while restaurants and fast food places employed 14.9 percent (10.5 percent of the sample). The overall service orientation is congruent with San Diego County's general lack of heavy industry and with the limitations on jobs available for the relatively high degree of part-time employment.

Females predominated in care (e.g., medical, day) and financial (banking, insurance and real estate) "industries" and outnumbered males in retail-wholesale positions. Males predominated in construction and repair and outnumbered females in manufacturing.

As noted above, Indochinese graduates were disproportionately highly represented in manufacturing; they were underrepresented in the restaurant/fast food, retail/wholesale, and other services fields. Filipinos were also underrepresented in the first two fields, and Asians in the first and last areas. Language competence again may play some role for Filipinos and Indochinese. Hispanics show large numbers in other services. Most other numbers are too small for generalization.

Pay in the second year after high school varied on several dimensions. Full-time workers earned about twice as much as part-time workers, averaging $11,131 on an annualized basis while part-timers averaged $5,426 (see Figure 1.1). (Annual work-related income of part-time

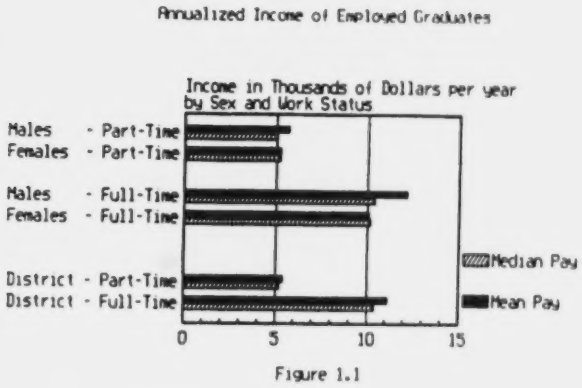

Figure 1.1

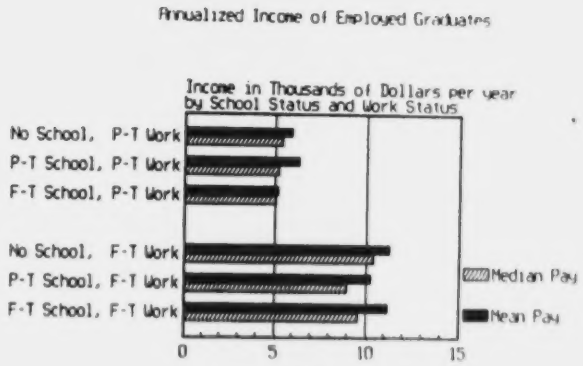

Figure 1.2

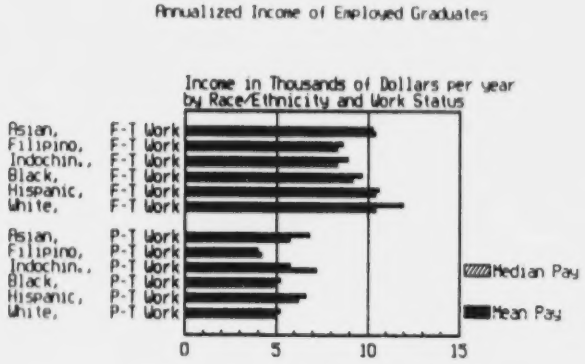

Figure 1.3

Figure 1. Annualized income of employed graduates.

workers may be underestimated, since it assumes similar part-time employment during the summer as well, not full-time work.) Median pay, which may better reflect central tendencies, was also in a similar 2:1 ratio: $10,400 for full-time work compared to $5,200 for part-time work.

There were a few surprises among the data, some of which may be skewed by the small numbers of cases involved. As would be expected, full-time workers not attending school made more than corresponding workers in school, especially when median pay is considered. However, full-time workers enrolled full-time in school earned more than similar full-time workers enrolled part-time in school (see Figure 1.2). Differences among part-time workers were less conclusive, but part-time workers attending school full-time made less than other part-time workers.

Males averaged from 8.5 percent (part-time) to 21.0 percent (full-time) higher pay than females (see Figure 1.1), though median incomes showed only minor differences (2.6 percent and 2.1 percent, respectively).

Table 8.1

Annualized Pay of Employed Graduates by Job Type
22 Months After Graduation
Class of '84

Industry	Work	No.	SALARY Average Pay	SALARY Median Pay
Agricultural	Full Time	2	10,500	10,500
	Part Time	2	3,250	3,250
Care	Full Time	17	10,125	9,568
	Part Time	6	4,110	3,830
Construction	Full Time	17	17,771	16,120
	Part Time	1	4,800	4,800
Education	Full Time	12	8,004	7,200
	Part Time	43	4,306	4,290
Entertainment	Full Time	7	10,692	10,400
	Part Time	10	4,295	5,135
Financial, Insurance Real Estate	Full Time	25	12,096	12,000
	Part Time	12	7,103	6,850
Government	Full Time	6	10,267	10,200
	Part Time	7	4,721	5,200
Manufacturing	Full Time	39	9,826	9,152
	Part Time	7	7,174	7,280
Other	Full Time	2	5,330	5,330
	Part Time	1	9,100	9,100
Repair	Full Time	5	22,912	19,200
	Part Time	0	--	--
Restaurant and Fast Food	Full Time	33	9,854	7,800
	Part Time	39	4,820	4,160
Retail, Wholesale	Full Time	67	10,415	9,600
	Part Time	71	6,203	5,200
Other service	Full Time	37	11,705	10,800
	Part Time	30	5,679	5,200
Unknown	Full Time	4	11,025	10,483
	Part Time	4	5,980	5,720
TOTAL RESPONSES		506		

Table 8.2

Annualized Pay of Employed Graduates
by Industry of Employment, 22 Months After Graduation
Class of '84

Industry	Work	No.	SALARY Average Pay	SALARY Median Pay
Agricultural	Full Time	3	13,000	13,200
	Part Time	3	2,887	2,160
Clerical	Full Time	60	11,222	10,907
	Part Time	58	5,116	5,200
Craftsmen	Full Time	16	16,716	14,430
	Part Time	3	8,147	7,800
Laborer	Full Time	14	11,680	10,300
	Part Time	9	5,282	4,800
Managerial	Full Time	4	16,290	15,180
	Part Time	1	2,400	2,400
Mechanic	Full Time	6	22,467	19,200
	Part Time	2	6,300	6,300
Operatives	Full Time	33	9,605	9,100
	Part Time	1	7,200	7,200
(Semi)Professional	Full Time	8	10,573	11,100
	Part Time	11	4,306	4,680
Sales	Full Time	59	9,921	8,400
	Part Time	67	6,031	5,200
Service	Full Time	60	9,610	7,800
	Part Time	70	4,987	4,355
Transportation	Full Time	8	13,930	10,140
	Part Time	7	8,066	7,800
Unknown	Full Time	2	10,275	10,275
	Part Time	1	7,800	7,800

TOTAL RESPONSES 506

The male pay scale was more skewed by higher incomes in construction and repair work--the "crafts."

Whites averaged the highest pay for full-time work and Indochinese and Filipinos the lowest (see Figure 1.3); the numbers are less conclusive for part-time work due to great variability in average vis-a-vis median pay.

Comparing industries (see Table 8.1), the highest pay in the second year after high school was in the construction and repair trades, whereas the pay was lowest in restaurants and fast food outlets and in the educational field (primarily consisting of school aides or of part-time work in schools, colleges and universities). Looking at job classes (see Table 8.2), pay was highest for mechanics, craftsmen, and certain management positions, and lowest in service and sales fields and for operatives.

Marital Status. The overwhelming majority, nearly 96 percent of the graduates were still single late in the second year after graduation. Four percent were married and a single student was divorced (see Table 9). This marriage rate is far lower than the approximately 12 percent reported for a national sample of high school graduates in 1982 in the spring of their second year after graduation (Two Years after High School: A Capsule Description of 1980 Seniors).

About four times as many females as males were married, a finding corresponding to women's relatively lower age at time of marriage. Absolute numbers among racial/ethnic groups are too small to allow any generalizations other than that the various minorities as a whole have a significantly higher percentage of married members (7.2 percent) than Whites (2.1 percent). This survey casts no light on the reasons for this.

Table 9

Marital Status, 22 Months After Graduation
Class of '84

			PERCENT OF GRADUATES							
	District Totals		SEX		RACE/ETHNICITY					
Marital Status	Yr.1	Yr.2	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Single	99	95.9	93.7	98.1	96.3	87.9	91.1	90.8	94.8	97.9
Married	1	4.0	6.3	1.6	3.7	12.1	8.9	7.9	5.2	2.1
Divorced	0	0.1	0.0	0.3	0.0	0.0	0.0	1.3	0.0	0.0
TOTAL RESPONSES		752	383	369	27	33	45	76	97	474

Table 10

Voter Registration Status, 22 Months After Graduation
Class of '84

Registration Status	District Totals	SEX		PERCENT OF GRADUATES RACE/ETHNICITY					
		Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Yes	65.2	63.8	66.8	46.4	63.6	22.7	69.9	49.0	73.0
No	34.8	36.2	33.2	53.6	36.4	77.3	30.1	51.0	27.0
TOTAL RESPONSES	748	381	367	28	33	44	73	96	474

Voter Registration. Slightly over 65 percent of the graduates indicated they had been registered to vote twenty-two months after graduation (see Table 10.) It is not known how many were eligible to register (e.g., citizens), nor how many actually voted in any elections. The latter

Table 11

Course of Study, 22 Months After Graduation
Class of '84

Course of Study	District Totals		SEX		PERCENT OF GRADUATES RACE/ETHNICITY					
	Yr.1	Yr.2	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
No School	31	39.7	40.3	39.0	32.1	25.0	37.8	52.6	53.1	36.4
Four-Year College	32	29.4	29.5	29.4	46.4	46.9	20.0	23.7	9.2	33.3
JC Academic	26	25.9	25.0	26.7	21.4	25.0	37.8	17.1	30.6	25.5
JC Vocational	6	1.1	0.5	1.6	0.0	0.0	0.0	1.3	4.1	0.6
Trade/Bus. School	4	3.4	4.2	2.7	0.0	3.1	2.2	5.3	2.0	3.8
Other	1	0.5	0.5	0.5	0.0	0.0	2.2	0.0	1.0	0.4
TOTAL RESPONSES		754	380	374	28	32	45	76	98	475

issue will be considered in the third-year study, including the 1986 Congressional elections. Females were slightly, but not significantly more likely to be registered.

Whites and Blacks were the most likely to be registered, while Indo-Chinese, in particular, and Asians (narrowly defined) and Hispanics, to a lesser degree, were least likely to be registered. The latter three groups' low rates of registration may be due in part to lack of U. S. citizenship.

Types of Schooling. In the first year after graduation, about 64 percent of June 1984 graduates attended college full- or part-time. In this second year (see Table 11), that number has dropped to 56 percent. Enrollment in two- and four-year institutions was split almost evenly, 29 percent in four-year and 27 percent in two-year institutions.

Here again, the enrollment drop does not simply mean that some eight percent of the graduating class left college between the first and second years. There is greater flux than that figure would indicate. In fact, of those graduates who replied to both first- and second-year questionnaires and were enrolled in college the first year, 22 percent were not in college the second year. Of those graduates not enrolled in college the first year, 14 percent were enrolled the second year (see Table 12).

The fluctuation varies considerably by school type. While 83 percent of first-year four-year college enrollees, 62 percent of two-year college academic course enrollees, and 79 percent of nonschool attendees maintained the same status in their second year, only 24 percent of trade school enrollees and six percent of two-year college vocational course enrollees did so. Fully 71 percent of second-year enrollees in trade or business school were not so enrolled the first year.[10]

In absolute and proportional terms, the biggest drop was in vocational study in community colleges, going from about six percent to 1.1 per cent (see Table 11). Enrollment in four-year colleges and universities dropped from 32 to 29.4 percent, while enrollment in academic programs in junior or community colleges remained steady at 26 percent. Enrollment in other schools (trade/business or other) dropped slightly.

There were no significant differences between the sexes in the second year. Among racial/ethnic groups, some differences are due to the differential rates of postsecondary schooling cited above. In addition, Asians and Filipinos were most likely to attended four-year colleges or universities, while Hispanics were least likely. Indochinese were more likely than other groups to attend two-year college academic programs.

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[10]Some of this, of course, stems from the relative brevity of some trade/business and vocational programs, and some from the relatively small numbers in these programs both years, if one assumes a certain randomness of movement from year to year. However, both of these factors highlight the fluctuation from year to year.

Table 12

First-Year Course of Study Vis-a-Vis Second-Year Course of Study
Class of '84

	Row Pct.* / Col.Pct.	SECOND YEAR: No School	Four-Year College	JC Academic	JC Vocational	Trade/Bus School	Other	No. Grads / Tot. Pct.
FIRST YEAR	No School	78.6	3.8	10.4	1.1	4.9	1.1	182
		55.2	3.3	10.6	28.6	42.9	66.7	26.8
	Four-Year College	9.8	82.7	6.7	0.4	0.4	0.0	225
		8.5	89.0	8.4	14.3	4.8	0.0	33.2
	JC Academic	28.6	6.8	61.7	1.0	1.9	0.0	206
		22.8	6.7	70.9	28.6	19.0	0.0	30.4
	JC Vocational	38.9	5.6	47.2	5.6	2.8	0.0	36
		5.4	1.0	9.5	28.6	4.8	0.0	5.3
	Trade/Bus School	72.0	0.0	4.0	0.0	24.0	0.0	25
		6.9	0.0	0.6	0.0	28.6	0.0	3.7
	Other	75.0	0.0	0.0	0.0	0.0	25.0	4
		1.2	0.0	0.0	0.0	0.0	33.3	0.6
	No. Grads	259	209	179	7	21	3	678
	Tot. Pct.	38.2	30.8	26.4	1.0	3.1	0.0	100.0

*See note in Table 2.

It is important to see if they ultimately transfer to four-year institutions.

As Table 13 indicates, slightly more than a quarter (25.9 percent) of the graduates (42.9 percent of postsecondary school enrollees) attended California community colleges. The rest of the enrollees were almost equally split among the University of California (UC) system, the California State University (CSU) system, and other schools, each with 11 to 12 percent of all graduates (18.2 percent to 19.8 percent of school enrollees). In absolute numbers, California community college enrollment dropped the most, about six percentage points while UC and CSU enrollments stayed more or less the same. "Other" enrollment dropped three or four percentage points, from about 15 to 11.5 percent. This last category includes out-of-state institutions and trade and business schools.

Table 13

School Systems Attended, 22 Months After Graduation
Class of '84

			PERCENT OF GRADUATES							
	District Totals		SEX		RACE/ETHNICITY					
School System	Yr.1	Yr.2	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
No School	31	39.7	40.3	39.0	32.1	25.0	37.8	52.6	53.1	36.4
Univ. of Cal.	12	11.9	11.1	12.8	25.0	9.4	6.7	9.2	4.1	13.9
Cal. State Univ.	10	11.0	11.3	10.7	7.1	28.1	11.1	11.8	4.1	11.4
Cal. Comm. College	32	25.9	24.5	27.3	21.4	21.9	35.6	18.4	34.7	24.8
Other	15	11.5	12.9	10.2	14.3	15.6	8.9	7.9	4.1	13.5
TOTAL RESPONSES		754	380	374	28	32	45	76	98	475

As we saw above, students in four-year colleges are most likely to maintain their status into the second year. It is no surprise then that well over 80 percent of the first-year enrollees in the CSU and UC systems maintained enrollment into the second year, while only 60 percent in California community colleges and about half in other schools did so (see Table 14). Less than 10 percent of first-year students in the CSU and UC systems left school completely, compared to over 30 percent in California community colleges and "other" schools.

Table 14

First-Year School System Attended
Vis-a-Vis Second-Year School System Attended
Class of '84

	Row Pct.* / Col.Pct.	SECOND YEAR: No School	Univ. of California	California Stat/Univ.	CA Comm. Colleges	Other	No. Grads / Tot. Pct.
FIRST YEAR	No School	78.6	0.0	2.2	9.9	9.3	182
		55.2	0.0	5.1	10.2	21.3	26.9
	Univ. of California	6.9	85.1	0.0	4.6	3.4	87
		2.3	89.2	0.0	2.3	3.8	12.9
	California State/Univ.	7.9	1.3	84.2	3.9	2.6	76
		2.3	1.2	82.1	1.7	2.5	11.2
	CA Comm. Colleges	30.8	2.1	3.4	60.3	3.4	237
		28.2	6.0	10.3	80.8	10.0	35.0
	Other	32.6	3.2	2.1	9.5	52.6	95
		12.0	3.6	2.6	5.1	62.5	14.0
No. Grads		259	83	78	177	80	677
Tot. Pct.		38.3	12.3	11.5	26.1	11.8	100.0

*See note in Table 2.

There were no major differences between males and females in school system enrollment. Females were slightly more likely to attend "other" schools, while males were more likely to be enrolled in California junior or community colleges and in the UC system. None of these differences are significant.

Several differences among the racial/ethnic groups stand out. A quarter of the Asians (narrowly defined) were enrolled in the University of California, double the district percentage; the "other" schools Asians entered were all four-year colleges, including some very selective schools. On the other hand, only four percent of Hispanic graduates and less than seven percent of the Indochinese graduates were enrolled in the UC system. Conversely, these two groups had the highest enrollment in the California community colleges. Filipino students were most likely to enroll in the California State University system, while Hispanics were least likely.

The vast majority of graduates attending postsecondary school--nearly 75 percent--were enrolled in San Diego County schools. This figure--corresponding to 45.1 percent of all graduates--is very close to last year's 74.8 percent of school enrollees, or 52 percent of all respondents (see Table 15). Overall, however, the main contributor to the drop in the percentage of graduates enrolled in school was this drop in the number of postsecondary students in San Diego County. In absolute numbers, the percentage of graduates attending other California schools (not in San Diego County) remained steady, while the percentage of out-of-state students decreased. As a fraction of all postsecondary students, the percentage of out-of-state students decreased from 8.2 to 5.7 percent, and the percentage of other California students increased from 16.9 to 19.6 percent.

Table 15

Location of School Attended, 22 Months After Graduation
Class of '84

			PERCENT OF GRADUATES							
	District Totals		SEX		RACE/ETHNICITY					
School Location	Yr.1	Yr.2	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
No School	31	39.7	40.3	39.0	32.1	25.0	37.8	52.6	53.1	36.4
San Diego County	52	45.1	43.9	46.3	50.0	59.4	57.8	34.2	43.9	44.6
Other California	11	11.8	12.4	11.2	7.1	15.6	2.2	11.8	2.0	14.7
Out of State	6	3.4	3.4	3.5	10.7	0.0	2.2	1.3	1.0	4.2
TOTAL RESPONSES		754	380	374	28	32	45	76	98	475

Table 16

Schools Most Attended, 22 Months After Graduation
Class of '84

School	No. of Graduates	Percentage of Post-Secondary Students	Cumulative Percentage
Mesa College	102	22.4	22.4
San Diego State University	67	14.7	37.1
University of California San Diego	50	11.0	48.1
Grossmont College	42	9.2	57.4
San Diego City College	22	4.8	62.2
University of California Los Angeles	11	2.4	64.6
Southwestern College	9	2.0	66.6
Miramar College	8	1.8	68.4
University of California Berkeley	8	1.8	70.1
University of San Diego	8	1.8	71.9
University of California Santa Barbara	7	1.5	73.4
University of California Irvine	5	1.1	74.5
University of Southern California	5	1.1	75.6
ITT Technical Institute	4	0.9	76.5
Stanford University	4	0.9	77.4
University of California Santa Cruz	4	0.9	78.2
	.	.	.
	.	.	.
	.	.	.
TOTAL	455		100.0

There were no significant differences between the two sexes in location of schools. The racial/ethnic differences stem primarily from the already cited differences in school enrollment rates. However, Hispanic and Indochinese students were particularly unlikely to leave San Diego County to attend postsecondary schools.

Table 16 itemizes the enrollments at the specific schools which showed the greatest individual enrollments among sample graduates. Note that percentages are stated in terms of students who attend school, not the total sample. The same five schools head the list as in the first year, and in the same order. Mesa Community College leads with about two of every nine students attending. The top five schools in enrollment (all local) account for almost five eighths (62.2 percent) of all school enrollees and nearly three eighths (37.2 percent) of all graduates. Reflecting the trends mentioned above, all but one of the local community colleges (Grossmont College) decreased in relative enrollment from the first year, while at least the top six four-year institutions all increased their shares of total enrollment.

Figure 2

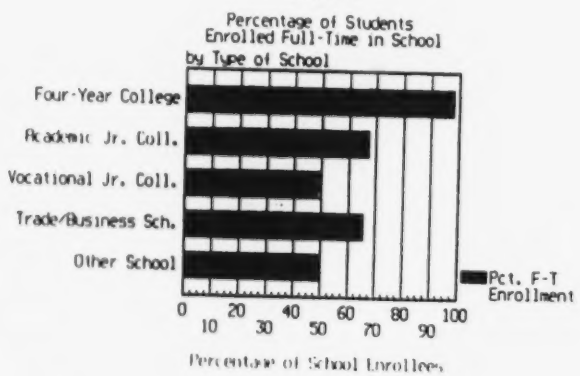


Figure 2. Percentage of students enrolled full-time in school, by type of school.

As noted earlier, the vast majority of students were enrolled full-time. However, the size of this majority varies considerably by school type and thus by school system. Looking at Figure 2, we can see that virtually all (over 98 percent) four-year college students were enrolled full-time. The proportion of full-time students drops to two-thirds for two-year college students in academic programs and trade or business school students (67 percent and 65 percent, respectively). One-half for "other" students and students in vocational programs in two-year colleges are enrolled full-time. Figure 3 shows that all UC students and nearly 98 percent of CSU students were enrolled full-time, compared to 84 percent of "other" schools and not quite 66 percent of California community/junior college students. Because relatively more community and junior college students remain in San Diego County, only 77 percent of San Diego County students, compared to 96 percent of out-of-state students and 97 percent of other California students attended full-time.

Figure 3

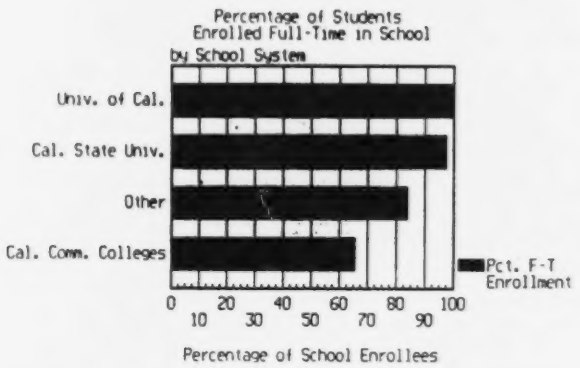


Figure 3. Percentage of students enrolled full-time in school, by school system.

Work and Types of Schooling. As noted above, there is a substantial relationship between type of school attended by recent graduates and degree of enrollment or course load. The same is true of type of school and non-school work load. In particular, students at four-year colleges were more likely than those at California community colleges and at trade or business schools not to work and were far less likely to work full-time (see Figure 4).

Similarly, students at UC and at "other" schools (mainly other four-year or trade/business schools) were more likely than two-year college students and students at CSU not to work while in school (see Figure 5). Only 2.2 percent of UC students worked full-time while in school, compared to over a quarter of California community college students.

Figure 4

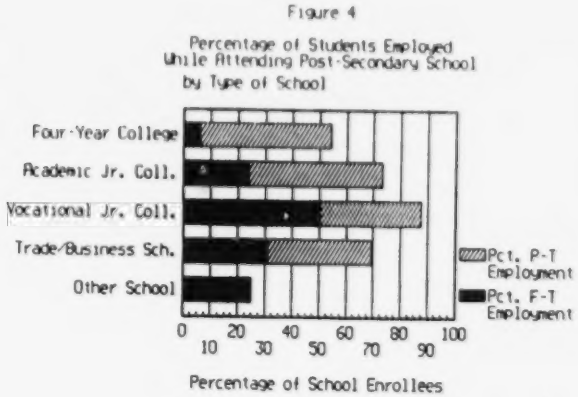


Figure 4. Percentage of students employed while attending post-secondary school, by type of school.

Figure 5

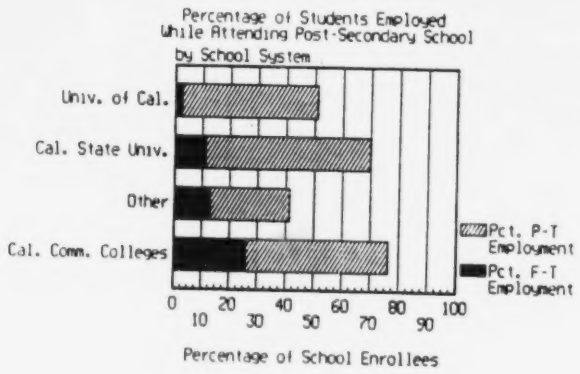


Figure 5. Percentage of students employed while attending post-secondary school, by school system.

Out-of-state school students (almost three-quarters of whom attend four-year colleges) were least likely to be working while in school (see Figure 6). None work full-time and only 15 percent worked part-time. Whereas 85 percent of out-of-state students were not working while enrolled in school, only 54 percent of other California students and 28 percent of students remaining in San Diego County were in that situation. Over half (52 percent) of San Diego County students worked part-time and one in five worked full-time.

Figure 6

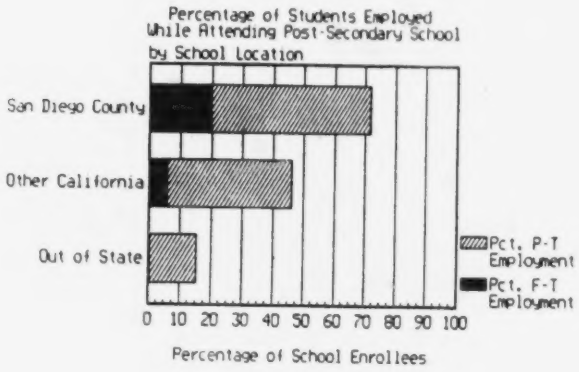

Percentage of Students Employed
While Attending Post-Secondary School
by School Location
San Diego County
Other California
Out of State
Pct. P-T Employment
Pct. F-T Employment
0 10 20 30 40 50 60 70 80 90 100
Percentage of School Enrollees

Figure 6. Percentage of students employed while attending post-secondary school, by school location.

B. Graduates' Attitudes and Perceptions

A second goal of this study is to learn what students feel about their high school preparation. They have unique insights which could lead to positive changes in the ways high schools prepare young people.

Three sets of questions were geared toward graduate attitudes and perceptions:

- o Questions dealing with the degree to which high school adequately prepared students.
- o Questions regarding the degree to which graduates' post high school plans were influenced by various people.
- o Questions about the degree to which teachers and counselors tried to influence graduates post-high-school plans.

Some of these questions were borrowed from the national High School and Beyond study to allow comparisons between local and national perceptions.

High School Preparation. Data on the rates of agreement (indicated by "Agree Strongly" or "Agree Somewhat") of graduates with statements about high school preparation (see Table 17) prompt several observations. The vast majority of graduates felt, respectively, that high school should provide more emphasis on basic subjects (85 percent) that high school should provide more emphasis on vocational programs (73 percent), and that high school provided counseling that helped continue their education (63 percent). However, only 44 percent felt that high school provided them with counseling that helped them find employment.

On this measure and two others, graduates' attitudes closely mirrored attitudes of high school seniors nationally, as seen in the High School and Beyond survey in 1980. The one exception is the significantly greater agreement of district graduates with the statement that "high school should have placed more emphasis on basic academic subjects."

Several factors may play a role in differences in level of agreement. First, these surveys were given six years apart. The national mood concerning schools has changed considerably since then. Second, 1984 San Diego graduates may have the benefit of experience and hindsight from the two years that have elapsed since high school. Third, there may be real differences between San Diego graduates and the national sample in their high school perceptions.

The most likely assumption, based on the small differences in other areas is that hindsight based on experience accounts for the greater part of the differences that do exist. From both additional schooling and work, graduates have learned the value of the knowledge and skills acquired in basic subjects in the world outside high school. A breakdown by status categories of responses to this statement indicated no substantial differences at all among those in school and not working (85.1 percent agreement), full-time workers (84.3 percent), and part-time workers (85.8 percent).

Table 17

Local and National
Assessment of High School Preparation
Percentage Agreeing ("Agree Strongly" or "Agree Somewhat")

	District Class of 1984	High School and Beyond*
High School...		
should have placed more emphasis on basic subjects	85.1	67
should have placed more emphasis on vocational and technical programs	73.3	70
provided me with counseling that helped (will help) me continue my education	68.3	64
provided me with counseling that helped (will help) me find employment	43.9	44

*Based on responses by a national sample of high school seniors, as reported in the High School and Beyond study, A Capsule Description of High School Students, U. S. Department of Education, National Center for Education Statistics, 1981.

When these levels of agreement and other perceptual and attitudinal responses are broken out by sex or by race/ethnicity, it is sometimes difficult to interpret the patterns that emerge. For example, Whites had the lowest level of agreement both in questions of dissatisfaction and satisfaction; with one exception, Indochinese graduates had the highest level of agreement.

The same question emerges regarding male-female differences. Males are less likely to agree with these statements or, as we shall later see, to indicate that they were influenced by others in their post-high-school planning. It is unclear whether this reflects some reality or rather some overall male-female cultural difference in which males are expected to be more independent and females more agreeable or acquiescent.

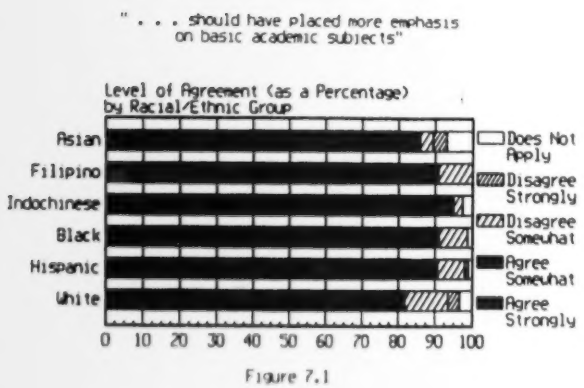


Figure 7.1

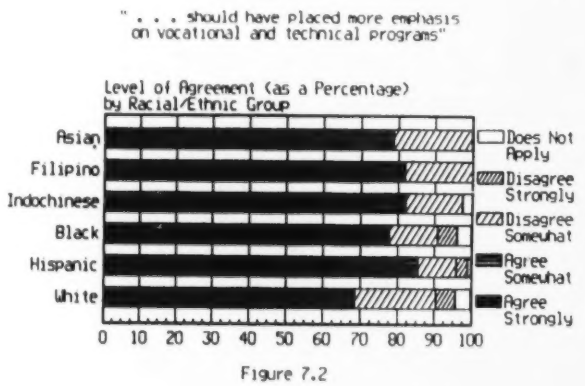


Figure 7.2

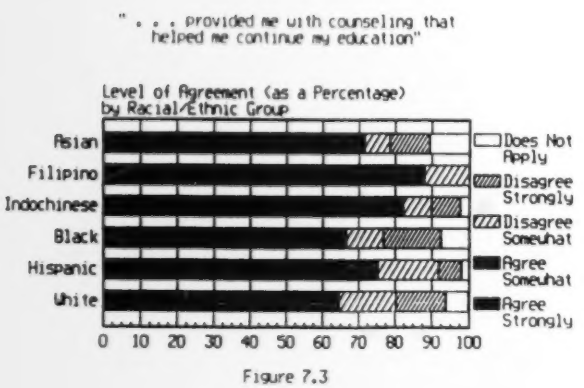


Figure 7.3

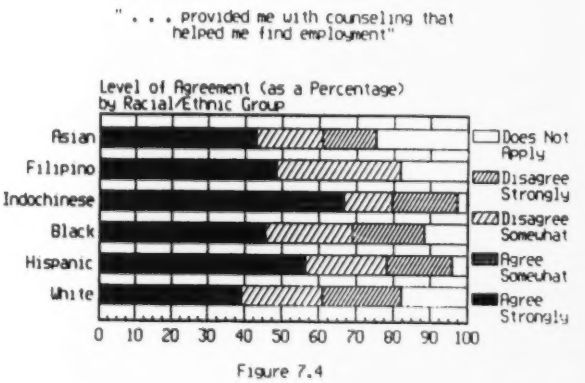


Figure 7.4

Figure 7. Levels of agreement by racial/ethnic group with statements about high school preparation.

Figure 7 indicates the overall level of agreement of various racial/ethnic groups to these statements; Figure 8 presents the level of agreement broken out by sex. (Appendix Tables D3-D6 present the data on which these figures are based.) Because the subsamples of most racial/ethnic groups are relatively small, differences among them of less than ten percentage points are not meaningful. Smaller differences among the sexes may be statistically significant, even if not substantial. Hence, discussion focuses on larger differences only.

Indochinese were most likely to feel the need for "more emphasis on basic academic subjects" and to acknowledge the role of school counseling in helping to "continue . . . education" and to "find employment." Findings reported below suggest that these students may not have as many other resources and sources of information to fall back on as other groups; school thus looms larger as a source of help

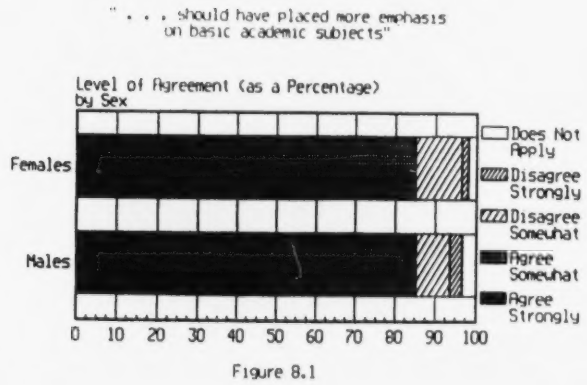

" . . . should have placed more emphasis on basic academic subjects"
Level of Agreement (as a Percentage) by Sex
Females
Males
Does Not Apply
Disagree Strongly
Disagree Somewhat
Agree Somewhat
Agree Strongly
0 10 20 30 40 50 60 70 80 90 100

Figure 8.1

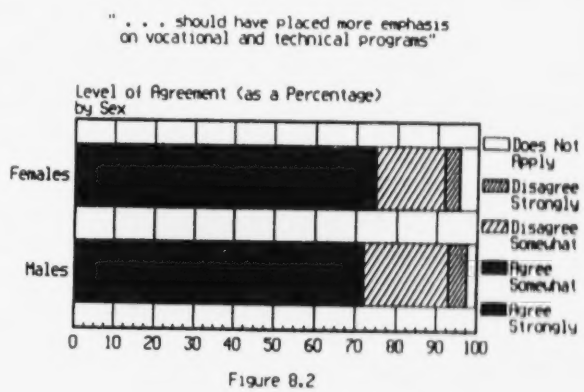

" . . . should have placed more emphasis on vocational and technical programs"
Level of Agreement (as a Percentage) by Sex
Females
Males
Does Not Apply
Disagree Strongly
Disagree Somewhat
Agree Somewhat
Agree Strongly
0 10 20 30 40 50 60 70 80 90 100

Figure 8.2

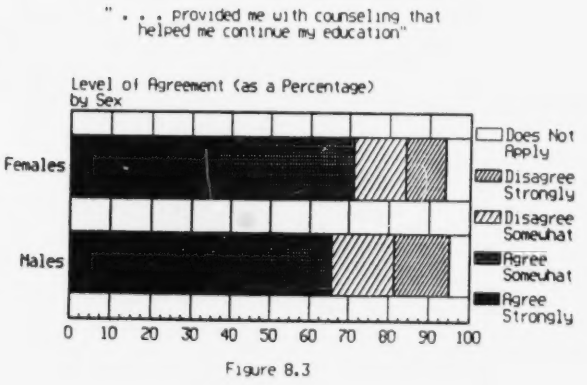

" . . . provided me with counseling that helped me continue my education"
Level of Agreement (as a Percentage) by Sex
Females
Males
Does Not Apply
Disagree Strongly
Disagree Somewhat
Agree Somewhat
Agree Strongly
0 10 20 30 40 50 60 70 80 90 100

Figure 8.3

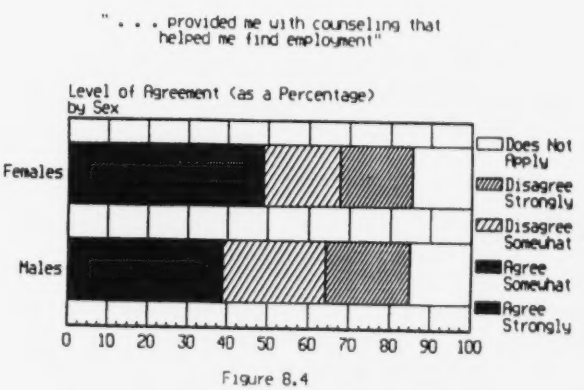

" . . . provided me with counseling that helped me find employment"
Level of Agreement (as a Percentage) by Sex
Females
Males
Does Not Apply
Disagree Strongly
Disagree Somewhat
Agree Somewhat
Agree Strongly
0 10 20 30 40 50 60 70 80 90 100

Figure 8.4

Figure 8. Levels of agreement by sex with statements about high school preparation.

and information. A continuing deficit in English-language skills may also make basic academic subjects more important to them than for other groups.

One other finding is noteworthy: Asians (narrowly defined) often more closely resemble Whites in their perceptions and attitudes than they do the Filipino and Indochinese members of the larger Asian grouping. Differences among Asian subgroups should be taken into account in other studies and programs involving Asian students.

Comparing the sexes, there is virtually no difference in their feelings about schools' emphasis on basic academic subjects and on vocational and technical programs. However, females are slightly more likely to agree that high school provided counseling to pursue their education; they are substantially more likely to feel that high school provided them with counseling to find employment. No obvious differences in counseling immediately suggest themselves to explain the latter finding. However, girls are more likely to take office and business courses which may offer easy entry into clerical positions (even if low-level). Boys' greater emphasis on shop, mechanics, and other "male" vocational classes may less often provide them quick entree into the changing employment market, although a high level of skill may allow one to attain quite high pay.

Others' Influence on Post-High-School Plans. Overall, parents had by far the greatest degree of influence on graduates' post-high-school plans (see Figure 9 and Appendix Tables D7-D14). Over 60 percent of all graduates reported "a great deal" of influence by their parents on their post-high-school plans and over 92 percent indicated at least some influence by their parents on these plans. Friends their own age were second in importance, with over 31 percent ascribing to them "a great

Figure 9

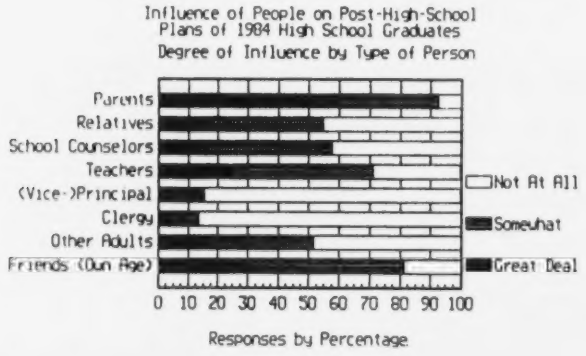


Figure 9. Degree of influence of various people on post-high-school plans of graduates.

deal" of influence and nearly 81 percent some influence. Teachers followed next in impact, with over a quarter of the graduates rating them as significant influences and over 70 percent as at least some influence on post-high-school plans. School counselors and other relatives vied for the fourth spot.

At the other end of the scale, clergy and school administrators were assigned minimal importance in having influenced their plans. Less than four percent of the graduates ascribed significant impact to either, and less than 15 percent rated either as even having some influence.

There are some substantial variations in these findings across racial/ethnic groups and to some degree between the sexes. However, before assigning much significance to these differences, it is important to understand that differences in particular areas may arise from a variety of reasons. Male-female differences in any particular area may partly stem from the overall male-female response biases cited above. Other factors, such as employment or postsecondary schooling, in which racial/ethnic differences were noted earlier, also affect (or correlate with) attitudes. For example, while about 69 percent of full-time school enrollees ascribed a great deal of influence to their parents, only 59 percent of part-time enrollees and 50 percent of non-school attenders did so. Nearly 71 percent of those attending school and not working indicated such influence by parents, compared to 63 percent of part-time workers and 53 percent of full-time workers. Thus, to the degree that racial/ethnic groups vary on these school and employment measures, they will be expected to vary on others as well.

Figure 10 (cf. Appendix Tables D7-D14) presents racial/ethnic breakouts of this post-high-school plan influence data, while Figure 11 offers the same data by sex. Some interesting patterns emerge. Relative to other groups, Indochinese graduates were less likely to be influenced by parents (though they are still the chief influence) and other adults, and were more likely to be influenced by school personnel--counselors, teachers, and administrators. Given the language difficulties of many Indochinese graduates and their families and the relatively short time many of them have spent in this society, family knowledge of and resources for graduates' future options may be limited. Schools thus are a relatively more important resource and source of information. A tradition of respect for education may enhance the schools' status.

With the exception of parental influence, White graduates were the least or second least likely to indicate influence of significant individuals. It is not clear whether this stems from a wider range of resources available to these students, a greater value placed on independence (and hence a lesser willingness to accept others' help or perhaps to acknowledge others' impact), or some other factor.

Asian students (narrowly defined) of all groups admitted the greatest influence from parents and from friends their own age. Black graduates also judged the influence of parents high and, compared to other groups, ascribed the greatest influence to relatives and to other adults.

Parents

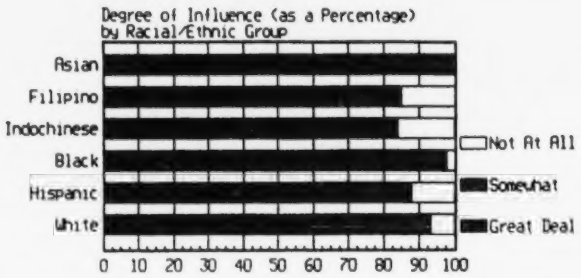


Figure 10.1

Relatives Other Than Parents

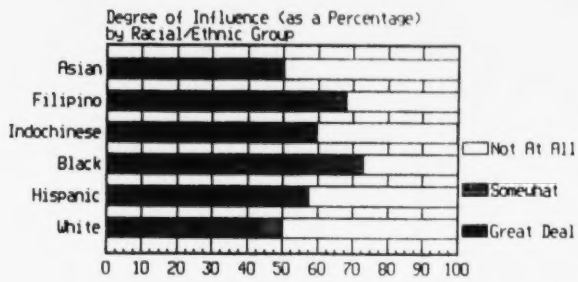


Figure 10.2

School Counselors

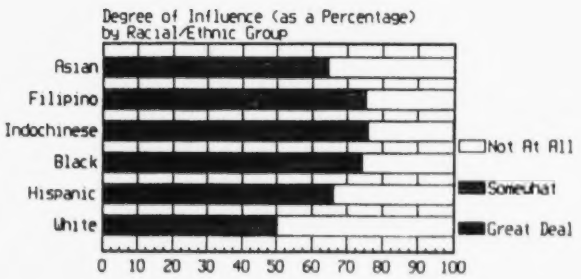


Figure 10.3

Teachers

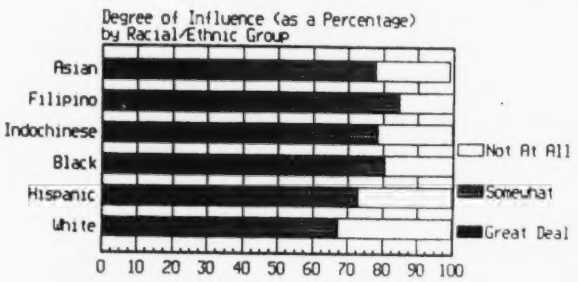


Figure 10.4

Principal or Vice-Principal

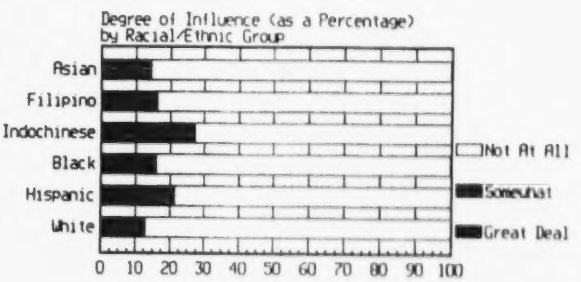


Figure 10.5

Clergy

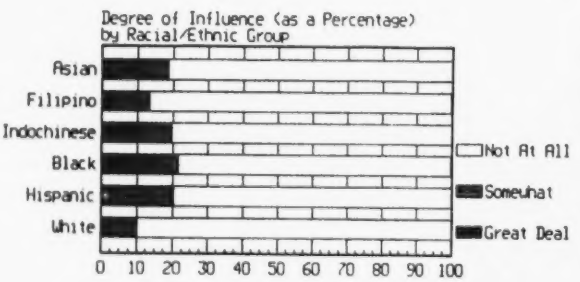


Figure 10.6

Other Adults

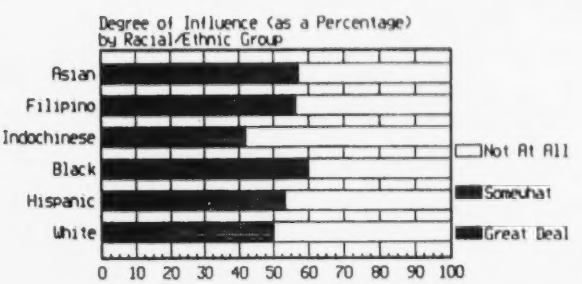


Figure 10.7

Friends (Own Age)

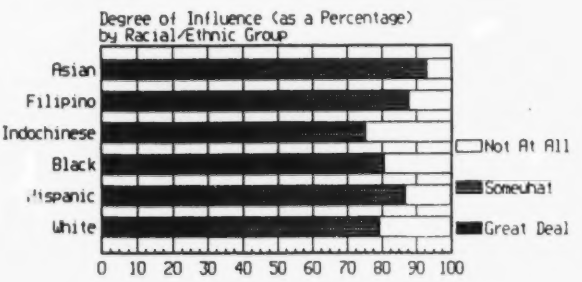


Figure 10.8

Figure 10. Degree of influence of various people on post-high-school plans of graduates, by racial/ethnic group.

Parents

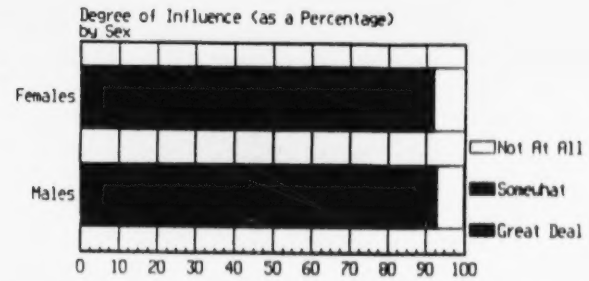


Figure 11.1

Relatives Other Than Parents

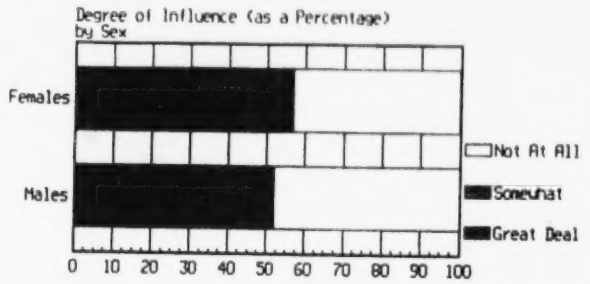


Figure 11.2

School Counselors

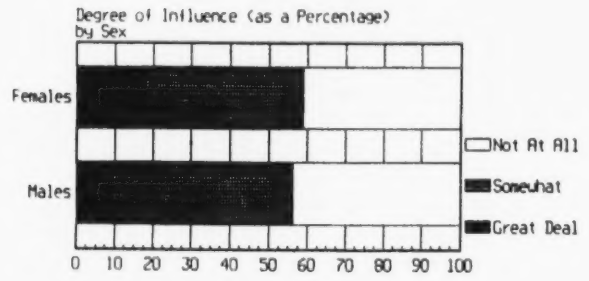


Figure 11.3

Teachers

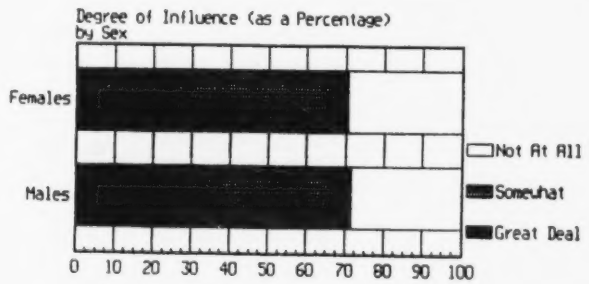


Figure 11.4

Principal or Vice-Principal

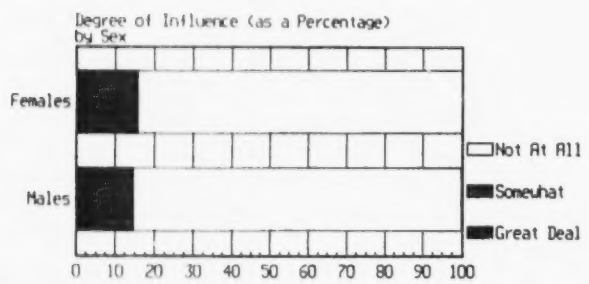


Figure 11.5

Clergy

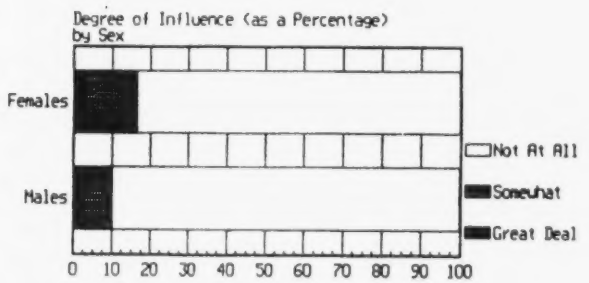


Figure 11.6

Other Adults

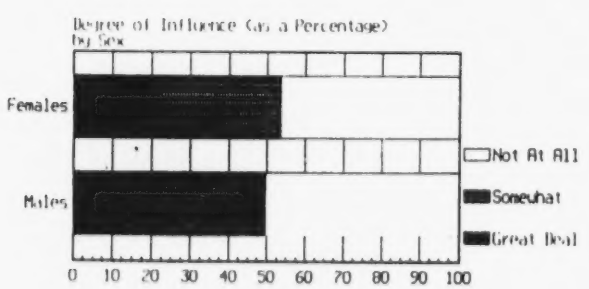


Figure 11.7

Friends (Own Age)

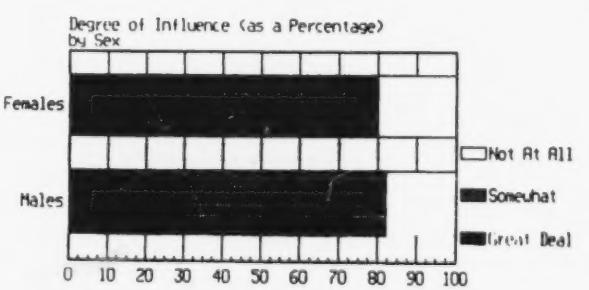


Figure 11.8

Figure 11. Degree of influence of various people on post-high-school plans of graduates by sex.

Sex differences are relatively small (see Figure 11). Females were more likely to acknowledge influence of relatives, school counselors, clergy, and other adults. The general tendency of males to give less acknowledgement to the influence of others suggests a greater emphasis on independence and self-sufficiency.

Teachers' and Counselors' Influence on Post-High-School Plans.

Figure 12 displays graduates' responses to questions about teachers' and counselors' attempts to influence their post-high-school plans. Note that the areas of focus are listed roughly in decreasing order of continued education or training. A quick glance will assure the reader that greater degrees of education and training are receiving greater degrees of encouragement, while areas of lesser training and education are more often discouraged. College is almost uniformly encouraged and rarely discouraged, while getting a job immediately after high school is discouraged more often than encouraged. These data are reassuring in two ways: first, greater preparation through education and training is being encouraged, and, second, the persuasion is more often done in a positive manner. A question which remains to be answered and which is beyond the scope of this study is whether or not preparation is adequate for those who nonetheless do not avail themselves of further training beyond high school.

Figure 12

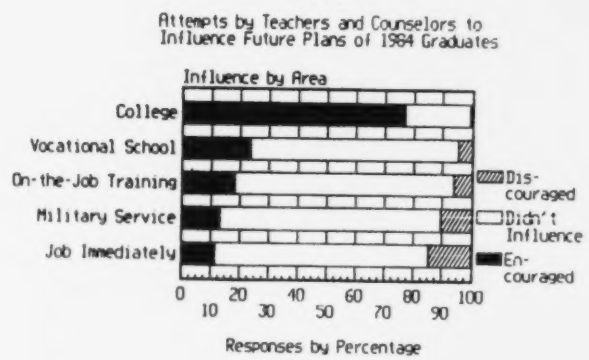


Figure 12. Degree to which teachers and counselors were felt by graduates to influence various future plans.

In other ways, data regarding areas of encouragement and discouragement by teachers and counselors are somewhat difficult to interpret. Graduates' answers are influenced by both these persons' attempts to influence them and by graduates' own interests and emphases. Moreover, counselors, no doubt, often focus their attempts at influence on areas of concern to students. For example, attempts at discouragement will often focus on areas in which a student has indicated some interest

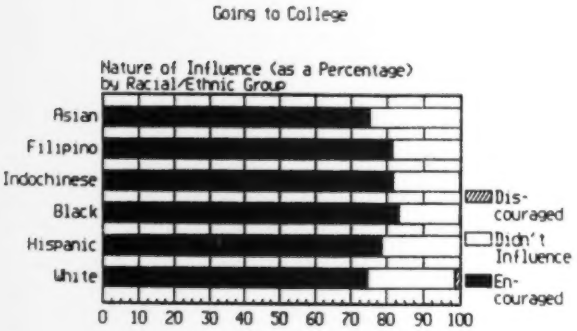


Figure 13.1

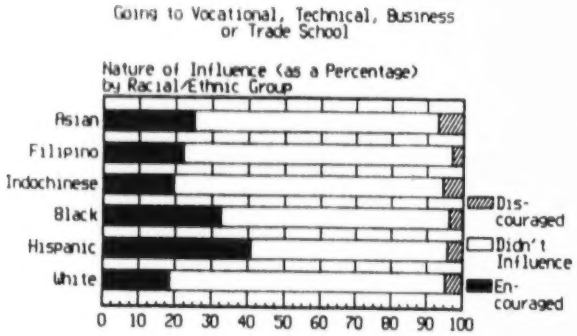


Figure 13.2

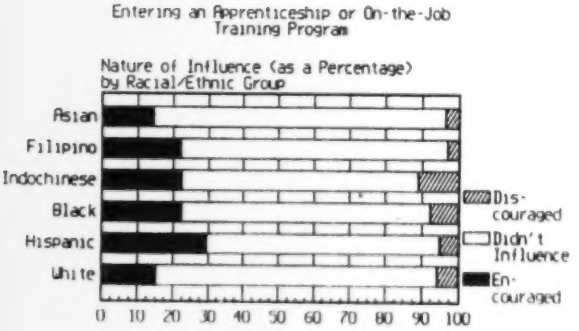


Figure 13.3

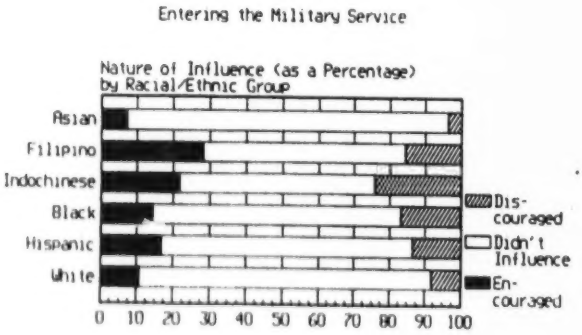


Figure 13.4

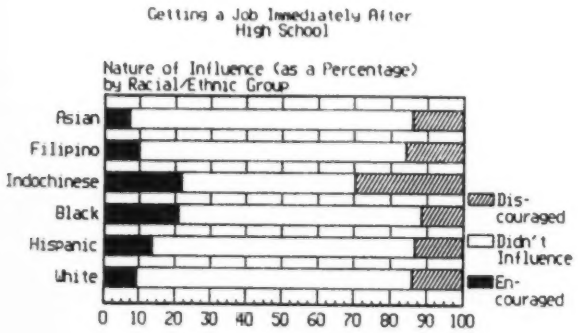


Figure 13.5

Figure 13. Degree to which teachers and counselors were felt by graduates to influence various future plans, by racial/ethnic group.

perhaps judged unwarranted or unwise by a teacher or counselor. In Figure 13, we can see that in some categories for some racial/ethnic groups there is a high postive correlation between the respective levels of encouragement and discouragement.

In comparisons across ethnic groups (see Figure 13) several data stand out. Hispanic graduates remembered, more often than other students, being encouraged to go to vocational, technical, business or trade school or to enter an apprenticeship or on-the-job training program. However, they also remember being encouraged to go to college at the same rate as other groups.

Filipino graduates reported being most often encouraged to enter the military. However, they were also frequently discouraged from entering the military. These results are more reflective of a heightened interest in or expectation of military service, as reflected in the high rate of military service of Filipino graduates in this sample (see Table 1).

Interestingly, the Vietnamese also report frequently being encouraged to enter military service and are the most frequently discouraged. Similarly, they are the most frequently encouraged to get a job immediately after high school and are also the most frequently discouraged. These data suggest a lack of awareness on their parts of other educational and training opportunities, a heightened interest in immediate job or military opportunities, and, hence, greater concern of counselors and teachers with these areas.

The differences between males and females are all small (see Figure 14). Females report more often being encouraged to go to college and to vocational, technical, business or trade schools than males; males receive more encouragement to enter the military and to get a job immediately after high school than females. Excepting the greater encouragement for males to enter the military, it is unclear why these differences exist.

C. Graduates' Perceptions of Areas of High School Preparation

Graduates who were enrolled in school or employed were asked for what high school best and least prepared them in these respective activities. Figure 15 presents the fifteen most frequent categories of response for those four questions.

Before examining the responses, it is necessary to understand several things about the data. First, responses were coded into about 30 categories developed on the basis of an initial reading of the responses Frequently, more than one category applied to a response. Up to three categories were coded for each individual. If more than three applied, those categories emphasized by the respondents were chosen. If no obvious differences in emphasis emerged, the first three written were chosen.

Second, percentages in the figures represent percentages of enrolled or employed students, respectively, not total respondents in the sample.

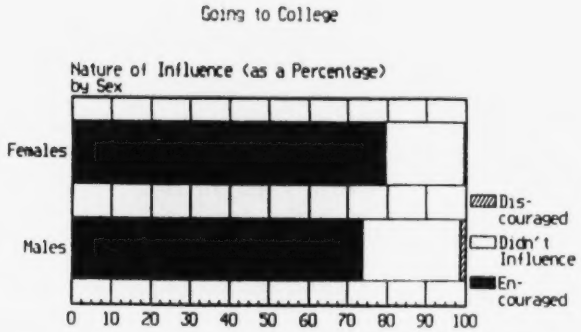


Figure 14.1

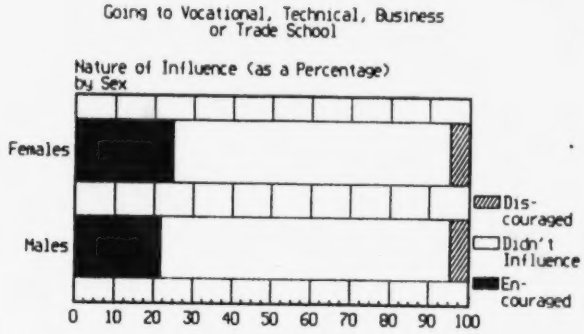

Going to Vocational, Technical, Business or Trade School
Nature of Influence (as a Percentage) by Sex
Females
Males
Dis-couraged
Didn't Influence
En-couraged
0 10 20 30 40 50 60 70 80 90 100

Figure 14.2

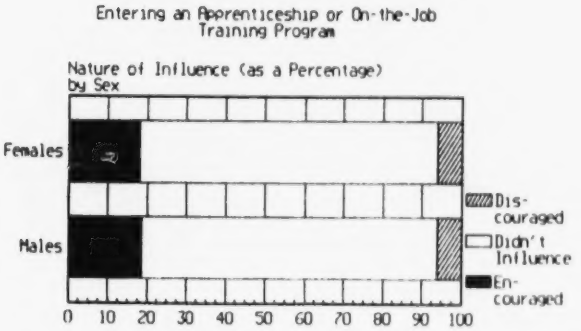

Entering an Apprenticeship or On-the-Job Training Program
Nature of Influence (as a Percentage) by Sex
Females
Males
Dis-couraged
Didn't Influence
En-couraged
0 10 20 30 40 50 60 70 80 90 100

Figure 14.3

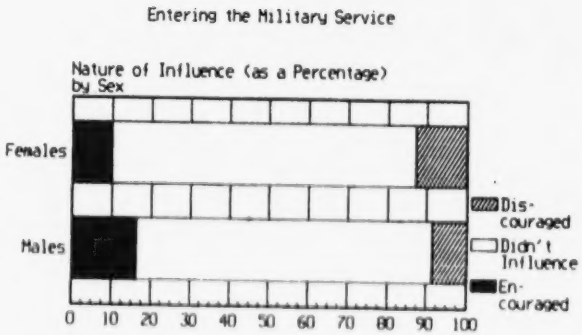


Figure 14.4

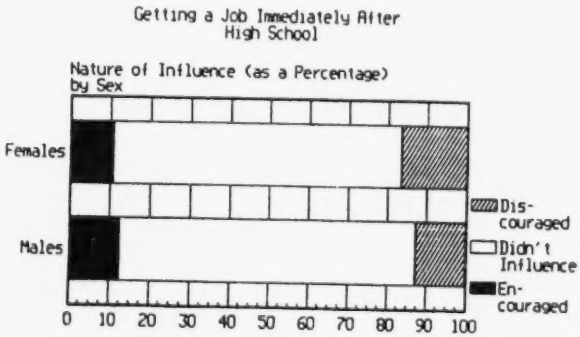

Getting a Job Immediately After High School
Nature of Influence (as a Percentage) by Sex
Females
Males
Dis-couraged
Didn't Influence
En-couraged
0 10 20 30 40 50 60 70 80 90 100

Figure 14.5

Figure 14. Degree to which teachers and counselors were felt by graduates to influence various future plans, by sex.

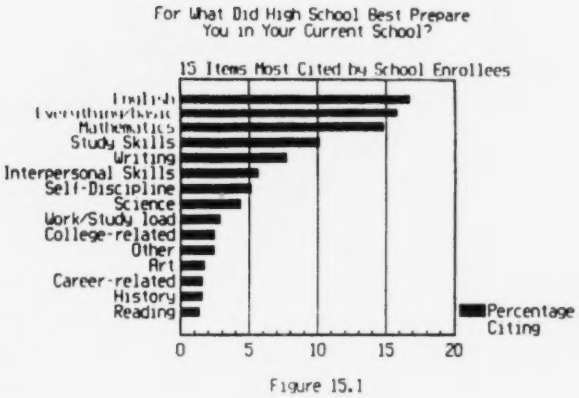


Figure 15.1

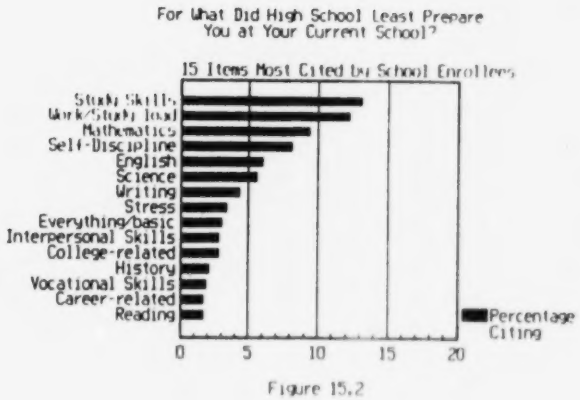


Figure 15.2

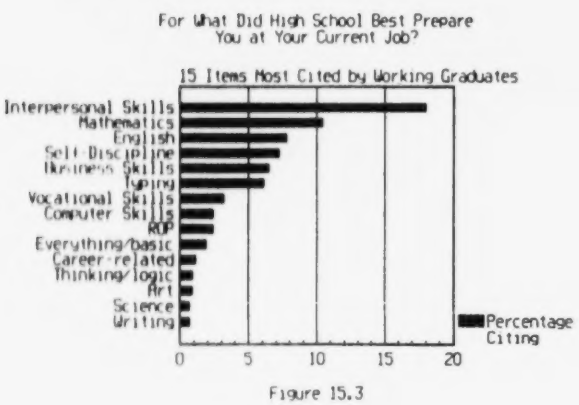


Figure 15.3

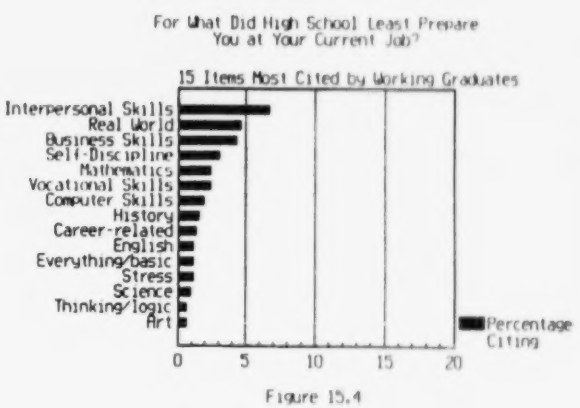


Figure 15.4

Figure 15. Categories most often cited by graduates as areas for which high school best and least prepared them for their current schooling or employment.

Third, the actual two most frequent "responses" were either a blank (no response) or a response of "nothing" or some equivalent. These were excluded from the figures and from analysis.

Fourth, respondents interpreted the question in two different ways. Some, replied to the intended question of "For what in postsecondary schooling/employment did high school best prepare you?" Others, instead, answered the question, "What in school best/least prepared you for postsecondary schooling/employment?" A particular coding may represent both kinds of responses.

Finally, some codings are vague, partly due to the vagueness of replies, and are very inclusive. For example, "Everything/basic" included replies of "general education classes," "basics," "basic academic," "academic," "basic skills," and even "everything."

Several things do stand out, however. First is the importance of basic subjects and basic skills and graduates' relative satisfaction with their high schools' performance in this area. Besides the appearance of "Everything/basic" as the second most often cited category in best preparation for school, "English" was top-ranked, "Mathematics" third-ranked, and "Writing" fifth-ranked. Mathematics and English also appear in the top five areas for which students felt themselves least prepared. Indeed, mathematics also appears among the top five areas for best and worst preparation in work; English ranked third in positive preparation for work.

Given this preponderance, it is not surprising that graduates showed such high agreement with the statement that high school should have emphasized basic academic subjects more. The district did not fare badly in these areas, for all of these categories were cited almost twice as often for good preparation as for bad.

Two other areas scored high across the board: interpersonal skills and self-discipline. Interpersonal skills, which included such things as "communication skills," "ability to get along with different kinds of people," being more "outgoing," and the like, were regarded as especially important at work, being the most-cited area in both the best and worst preparation for work. Such skills ranked among the top ten in both best and worst preparation for school as well.

Self-discipline ranked seventh among areas cited for good preparation in school and fourth on all three other scales. It included "responsibility," "being on time," "attendance," "promptness," "patience," "self-discipline," and "reliability." Though self-discipline was cited more often in good preparation for work than bad, more students cited it in lack of preparation for school than for good preparation.

Other areas cited frequently for school preparation (or the lack of it) were study skills, work/study load, and science. The first two are especially significant in that they led the list for lack of preparation for school, being cited by 13 and 12 percent, respectively, of school enrollees. Ten percent cited good preparation for study skills and only three percent for study load. All in all, graduates attending postsecondary schools felt that they had a good grounding in basic knowledge and basic skills but were not prepared for the amount of work and the studying and organizational skills and self-discipline required to deal with it.

Not surprisingly, preparation in business skills, typing, vocational skills, and computer skills were relatively important to jobholders, as was preparation offered by the Regional Occupational Program (R.O.P.). A small surprise was that computer skills were more often cited by jobholders than by school enrollees.

Appendix Tables D1-D2 contain the complete results for all categories.

IV.
SUMMARY

Two years of data regarding post-high-school activities and attitudes of 1984 San Diego high school graduates have now been collected and analyzed. The major findings of this second year of study follow:

Employment

- Employment of 1984 graduates rose sharply between the first and second years--from 55 percent of first-year respondents to 71 percent of the second year's. Full-time employment accounted for the increase, jumping from 20 to 38 percent, while part-time employment fell slightly from 35 to 33 percent.

- Service, sales, and clerical position accounted for about three quarters of the jobs held by graduates in the second year after graduation. For women they accounted for fully 87 percent of jobs. Retail firms and restaurants rank first and second as industries providing jobs for graduates. Together they account for over 40 percent of graduate employment.

- The median rate of pay for 1984 graduates in their second year after graduation was an annualized $10,400 for full-time work and $5,200 for part-time work; average annualized income was somewhat higher at $11,131 and $5,426, respectively. Whites and males earned the most; Indochinese, Filipinos, and females the least.

Postsecondary Schooling

- Postsecondary enrollment of 1984 graduates declined from 69 percent the first year to 61 percent the second year. Postsecondary school enrollment varied considerably by racial/ethnic group: Filipinos 76 percent, Asians 68 percent, Whites 64 percent, Indochinese 62 percent, Blacks 47 percent, and Hispanics 47 percent. Male-female differences were minimal.

- Enrollment at four-year colleges and universities dipped slightly from 32 percent the first year to 29 percent the second. These enrollments varied even more widely among racial/ethnic groups than did postsecondary schooling: Filipinos 47 percent, Asians 46 percent, Whites 33 percent, Blacks 24 percent, Indochinese 20 percent, and Hispanics 9 percent. The Hispanic figure deserves significant attention.

- Enrollment stability varied greatly by type of school. Nearly 83 percent of first-year four-year college enrollees were so enrolled the second year, and 62 percent of first-year two-year college academic course enrollees. However, only 24 percent of trade school enrollees and six percent of two-year college vocational course enrollees were similarly enrolled the next year.

- Five schools--Mesa College, San Diego State University, the University of California at San Diego, Grossmont College, and San Diego City College--accounted for almost five of every eight post-secondary students. Almost three of every eight graduates attended one of these schools.

Post Secondary Schooling and Employment

- In the second year after graduation, an increasing number of graduates were working and attending school--38 percent. This is up from 32 percent the first year. The majority of this 38 percent worked part-time and attended school full time.

- Looking only at changes in percentages from year to year grossly understates the great fluctuation in 1984 graduates' work and schooling statuses from the first year after graduation to the second. At this stage in their lives, large numbers of 1984 graduates are still seeking appropriate schooling and employment niches. Part-time schooling in particular seems to be a highly transitory status.

High School Preparation

- Post-high-school experience with school and work seems to have increased graduates' feeling that high schools should provide more emphasis on basic academic subjects. This feeling is reflected in the degree to which students cited basic academic subjects as important or lacking in their preparations for school and work.

- Parents have by far the greatest influence on high school graduates post-high-school plans. The influence of school personnel on students' plans for the future varies by racial/ethnic group; for example, compared to other groups, Indochinese graduates are more likely to be influenced by school personnel, and less by parents and other adults.

- Graduates overwhelmingly feel that teachers and counselors encouraged them to go to college. Encouragement by teachers and counselors for students' plans for the future seemed to vary according to the degree to which these plans included opportunities for further education and training.

Other

- Only four percent of the district's 1984 graduates had married by spring 1986, considerably less than the corresponding 12 percent of a national sample of 1980 graduates two years after graduation.

- Differences among racial/ethnic subgroups underscore the importance of avoiding gross generalizations about all graduates. Indeed, differences among Asian subgroups highlight the degree to which broad generalizations about racial/ethnic differences can be misleading.

V.
RECOMMENDATIONS AND CONCLUSIONS

The complexity of some of the patterns that emerge and the changes that are seen just from the first to the second year of the Graduate Follow-up Study underscore the value of a longitudinal approach in understanding the years after high school. Such an approach helps clarify the relationship between high school and graduates' experiences thereafter and emphasizes the great degree of flux in graduates' lives in those first few years.

Counselors would do well to use the data in this study to influence and augment the information they offer students about life and opportunity after high school. Counseling services in particular, and school programs in general, should recognize the differences among racial/ethnic groups in terms of the relative influence of key individuals on post-high-school plans.

Hispanic students, in particular, are in need of further attention by the district. Not only are their dropout rates high, but few of those graduating take advantage of postsecondary education possibilities. The situation is similar, though somewhat less extreme for Black students. Programs which guide Hispanic and Black students toward more vigorous academic studies, support them in these studies, and open up the possibilities of higher education for them are a key need.

The degree to which students two years out of high school highlighted the importance of basic subjects and basic skills suggests that the move toward a core curriculum and increased graduation requirements, and away from a shopping mall of electives, will be a rewarding one and deserves our continuing support.

Further annual studies of the Class of 1984 should be carried out. In order to understand bedtter the impact of school programs and of possible inequities in access to these programs, these studies should examine the interplay of school background and performance data of study participants and their post-high-school activities and achievements. Greater use needs to be made of existing data on the student data base. These studies should also continue to collect data comparable to previous years' data in order to monitor and document the high degree of year-to-year fluctuation. Currently, it is contemplated that the third-year study will continue to ask work and schooling status-related questions similar to the past and will also enquire about college majors and summer work.

Individual schools should review school-specific data, while taking into account the occasionally small numbers of students responding from their schools.

APPENDIX A

APPENDIX TABLE A

FOLLOW-UP STUDY PHASE II
CLASS OF '84 GRADUATES
RESPONSE RATE

Group Sampled	Number in Sample	Number Returned	Return Rate
Total Asian	147	106	75.7
Asian	37	28	75.7
Filipino	40	33	82.5
Indochinese	70	45	64.3
Total Black	137	77	56.2
Total Hispanic	140	98	70.0
Total White	609	482	79.2
Total Female	519	384	74.0
Total Male	510	376	73.7
TOTAL CLASS	1,029	760	73.9
Clairemont	50	35	70.0
Crawford	72	49	68.1
Garfield	11	6	54.5
Gompers	10	8	80.0
Henry	136	112	82.4
Hoover	49	28	57.1
Kearny	79	62	78.5
La Jolla	61	52	85.2
Lincoln	22	13	59.1
O'Farrell (SCPA)	15	10	66.7
Madison	90	72	80.0
Mira Mesa	94	68	72.3
Mission Bay	58	45	77.6
Morse	61	39	63.9
Muir	1	1	100.0
Point Loma	66	54	81.8
San Diego	35	22	62.9
Serra	55	38	69.1
Twain	4	3	75.0
University City	56	42	75.0
Wright Brothers	4	1	25.0
Atypical Separate Sample			
Garfield	27	12	44.4
Gompers	39	31	79.5
O'Farrell (SCPA)	39	25	64.1
Muir	4	1	25.0
Twain	12	7	58.3
Wright Brothers	18	14	77.8

APPENDIX B

SAN DIEGO CITY SCHOOLS

RESEARCH DEPARTMENT
EDUCATION CENTER, Room 3110
4100 Normal St., San Diego, CA 92103

July 30, 1986

Dear Graduate:

Two years ago you were selected to represent your school in a follow-up study of graduates from the San Diego City high schools. Last year you were sent a questionnaire about your first year out of high school. Recently you should have received a summary of some of the results of that survey.

The purpose of this multi-year study is to learn about our graduates' current activities and how they evaluate their high school experience. We are studying trends across time, so you may notice some questions repeated from last year. We need your continuing input to develop school programs and services toward student needs. As only a small sample from each school is being asked to provide this information, your response is very important.

Please complete the enclosed questionnaire. Fold it, place it into the accompanying envelope, and drop it in the mailbox. No stamp is needed. Please return the questionnaire no later than August 15, 1986. All responses will be kept strictly confidential. If you have any questions, contact me directly at 293-8629.

We appreciate your continuing cooperation with this important study and will continue to keep you informed about our findings. Thank you very much.

Sincerely,

Peter D. Bell

Peter D. Bell
Educational Researcher

Questions??? - Call: (619) 293-8629 Please return by: August 15, 1986

GRADUATE FOLLOW-UP QUESTIONNAIRE

Answer all questions that apply to you, including those on the other side. Be sure to treat questions 1-5 as referring to the week of April 20-26, 1986. For example, if you were enrolled in school then and are now on summer break, answer 'Yes' to Question 1. When done, please return the survey form in the enclosed postage-paid envelope.

1. Were you enrolled in a school during the week of April 20-26? *(check one)*

[ ] Yes → a) Did you attend [ ] Full time or [ ] Part time? *(check one)*

[ ] No

b) What kind of school were you enrolled in? *(check one)*
- [ ] Occupational or technical courses at a trade or buiness school
- [ ] Occupational or techincal courses at a junior or community college
- [ ] Academic courses at a junior or community college
- [ ] A four-year college or university
- [ ] Other (please specify) _____

c) What is the name of the school? Where is it (city and state)?

_____

d) For what did high school best prepare you at this school?

_____

_____

e) For what did high school least prepare you at this school?

_____

_____

2. Were you employed during the week of April 20-26? *(check one)*

[ ] Yes → a) [ ] Full time (34 or more hours per week) or [ ] Part time *(check one)*

[ ] No

b) What was your job title?_____

c) What were your job responsibilities?_____

d) Who was your employer (name and location)? _____

e) How much money did you earn (before taxes and deductions)?
$_____ per [ ] week [ ] biweekly [ ] monthly *(check one)*

f) For what did high school best prepare you in this job?

_____

_____

g) For what did high school least prepare you in this job?

_____

(turn over) _____

3. **If you answered 'No' to both Questions 1 and 2, were you then:** *(check one)*

[ ] In military service [ ] Unemployed [ ] A full time homemaker
[ ] Taking a break from school and work [ ] Other (please specify) _____

4. **On April 20-26, were you:** *(check one)*

[ ] Married [ ] Single [ ] Divorced [ ] Widowed

5. **Were you registered to vote on April 20-26?** *(check one)* [ ] Yes [ ] No

6. **How much do you agree with each of the following statements?** *(Check one box in each line)*

High School . . .	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Doesn't apply
should have placed more emphasis on basic academic subjects (math, science, English, etc.)	[ ]	[ ]	[ ]	[ ]	[ ]
should have placed more emphasis on vocational and technical programs	[ ]	[ ]	[ ]	[ ]	[ ]
provided me with counseling that helped me continue my education	[ ]	[ ]	[ ]	[ ]	[ ]
provided me with counseling that helped me find employment	[ ]	[ ]	[ ]	[ ]	[ ]

7. **In high school, how much did each of the following persons influence your post high school plans?** *(Check one box in each line)*

	A great deal	Somewhat	Not at all
Your parents	[ ]	[ ]	[ ]
Relatives other than your parents	[ ]	[ ]	[ ]
School counselors	[ ]	[ ]	[ ]
Teachers	[ ]	[ ]	[ ]
The principal or vice-principal	[ ]	[ ]	[ ]
Clergy (minister, priest, rabbi, etc.).	[ ]	[ ]	[ ]
Adults not mentioned above	[ ]	[ ]	[ ]
Friends your own age	[ ]	[ ]	[ ]

8. **In high school, did your teachers or counselors ever try to influence your post high school plans?** *(Check one box in each line)*

	Encouraged me	Didn't try to influence me	Discouraged me
To go to college	[ ]	[ ]	[ ]
To go to vocational, technical, business or trade school	[ ]	[ ]	[ ]
To enter an apprenticeship or on-the-job training program	[ ]	[ ]	[ ]
To enter the military service	[ ]	[ ]	[ ]
To get a job immediately after high school	[ ]	[ ]	[ ]

9. **Did any question above require an answer that does not adequately represent your situation? If so, please note which question and what your circumstances are:**

_____

_____

SAN DIEGO CITY SCHOOLS

RESEARCH DEPARTMENT
EDUCATION CENTER, Room 3110
4100 Normal St., San Diego, CA 92103

August 29, 1986

Dear Graduate:

Several weeks ago we sent you a questionnaire as part of the second phase of our follow-up study of 1984 San Diego City Schools high school graduates. Many of your classmates have replied, but we have not yet heard from you.

As you may remember, the purpose of this multi-year study is to learn about our graduates' current activities and how they evaluate their high school experience. We are also studying trends across time, so you may notice some questions repeated from last year. We need your continuing input to develop school programs and services oriented to student needs. Only a small sample from each school is being asked to provide this information, so your response is very important.

Just take a few minutes to complete the enclosed questionnaire. Fold it, place it into the accompanying envelope, and drop it in the mailbox. No stamp is needed. Please return the questionnaire by September 15, 1986. All responses will be kept strictly confidential. If you have any questions, contact me directly at 293-8629.

Thank you again for your continuing cooperation. We hope to hear from you soon. If you recently mailed in your questionnaire, just disregard this notice and accept our thanks.

Sincerely,

Peter D. Bell

Peter D. Bell
Educational Researcher

Questions??? - Call: (619) 293-8629 Please return by: September 15, 1986

GRADUATE FOLLOW-UP QUESTIONNAIRE

Answer all questions that apply to you, including those on the other side. Be sure to treat questions 1-5 as referring to the week of April 20-26, 1986. For example, if you were enrolled in school then and are now on summer break, answer 'Yes' to Question 1. When done, please return the survey form in the enclosed postage-paid envelope.

1. Were you enrolled in a school during the week of April 20-26? *(check one)*

[ ] Yes → a) Did you attend [ ] Full time or [ ] Part time? *(check one)*

[ ] No

b) What kind of school were you enrolled in? *(check one)*
- [ ] Occupational or technical courses at a trade or business school
- [ ] Occupational or techincal courses at a junior or community college
- [ ] Academic courses at a junior or community college
- [ ] A four-year college or university
- [ ] Other (please specify) _____

c) What is the name of the school? Where is it (city and state)?

_____

d) For what did high school best prepare you at this school?

_____

_____

e) For what did high school least prepare you at this school?

_____

_____

2. Were you employed during the week of April 20-26? *(check one)*

[ ] Yes → a) [ ] Full time (34 or more hours per week) or [ ] Part time *(check one)*

[ ] No

b) What was your job title? _____

c) What were your job responsibilities? _____

d) Who was your employer (name and location)? _____

e) How much money did you earn (before taxes and deductions)?
$ _____ per [ ] week [ ] biweekly [ ] monthly *(check one)*

f) For what did high school best prepare you in this job?

_____

_____

g) For what did high school least prepare you in this job?

_____

_____

(turn over)

3. If you answered 'No' to both Questions 1 and 2, were you then: *(check one)*

[ ] In military service [ ] Unemployed [ ] A full time homemaker
[ ] Taking a break from school and work [ ] Other (please specify) _____

4. On April 20-26, were you: *(check one)*

[ ] Married [ ] Single [ ] Divorced [ ] Widowed

5. Were you registered to vote on April 20-26? *(check one)* [ ] Yes [ ] No

6. How much do you agree with each of the following statements? *(Check one box in each line)*

High School . . .	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Doesn't apply
should have placed more emphasis on basic academic subjects (math, science, English, etc.)	[ ]	[ ]	[ ]	[ ]	[ ]
should have placed more emphasis on vocational and technical programs	[ ]	[ ]	[ ]	[ ]	[ ]
provided me with counseling that helped me continue my education	[ ]	[ ]	[ ]	[ ]	[ ]
provided me with counseling that helped me find employment	[ ]	[ ]	[ ]	[ ]	[ ]

7. In high school, how much did each of the following persons influence your post high school plans?

(Check one box in each line)

	A great deal	Somewhat	Not at all
Your parents	[ ]	[ ]	[ ]
Relatives other than your parents	[ ]	[ ]	[ ]
School counselors	[ ]	[ ]	[ ]
Teachers	[ ]	[ ]	[ ]
The principal or vice-principal	[ ]	[ ]	[ ]
Clergy (minister, priest, rabbi, etc.).	[ ]	[ ]	[ ]
Adults not mentioned above	[ ]	[ ]	[ ]
Friends your own age	[ ]	[ ]	[ ]

8. In high school, did your teachers or counselors ever try to influence your post high school plans?

(Check one box in each line)

	Encouraged me	Didn't try to influence me	Discouraged me
To go to college	[ ]	[ ]	[ ]
To go to vocational, technical, business or trade school	[ ]	[ ]	[ ]
To enter an apprenticeship or on-the-job training program	[ ]	[ ]	[ ]
To enter the military service	[ ]	[ ]	[ ]
To get a job immediately after high school	[ ]	[ ]	[ ]

9. Did any question above require an answer that does not adequately represent your situation? If so, please note which question and what your circumstances are:

_____

_____

GRADUATE FOLLOW-UP TELEPHONE SCRIPT

Hello, could I speak to _____? (*If not home or available,* When do you expect him/her? *or* What might be a good time to reach him/her?)

This is _____. I'm calling for the San Diego City Schools Research Department. As you may recall, we're doing a follow up study of city schools graduates and you were selected as a participant. We haven't received your questionnaire yet, so we thought we'd get in touch with you and just get the information over the phone. I am going to ask you a few questions. The first few concern what you are doing and the rest concern your opinions about aspects of your schooling.

1. Thinking back to late April this year, were you enrolled in a school during the week of April 20-26?

   If yes,

   a. Did you attend full time or part time?

   b. What school were you enrolled in?

      If not obvious,

   c. Where is it?

      If you can't answer the question for certain, ask one of the following, selecting the most likely or appropriate.

   d. Is that a trade/business school?
      Are you enrolled in academic courses or in occupational or technical courses?
      Is that a four-year college or university?
      What kind of school is that?

2. Again, thinking back to late April, were you employed during the week of April 20-26?

   If yes,

   a. Did you work full time (34 or more hours a week) or part time?

   b. What was your job title?

   c. What were your job responsibilities?

   d. Who was your employer? (*Make sure you get the name [not the supervisor's] and the location [city, state]!*)

   e. How much money did you earn before taxes and deductions?

3. (*If not working <u>and</u> not going to school,*) What were you doing then? (*If needs clarification,*) Were you unemployed then or in the military or a full-time homemaker or taking a break for awhile from school and work or . . . ?

4. On April 20-26, were you married or single or divorced or widowed?

5. Were you registered to vote on April 20-26?

6. I'm going to read four statements to you about high school. Think back on your high school experience and tell me how strongly you agree or disagree with each statement. Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly?

   a. High school should have placed more emphasis on basic academic subjects like math, science and English.

   b. High school should have placed more emphasis on vocational and technical programs.

   c. High school provided me with counseling that helped me continue my education.

   d. High school provided me with counseling that helped me find employment.

7. In high school, how much did each of the following persons influence your post high school plans? A great deal, somewhat, or not at all?

   a. Your parents

   b. Relatives other than your parents

   c. School counselors

   d. Teachers

   e. The principal or vice-principal

   f. Clergy (minister, priest, rabbi, etc.)

   g. Adults not mentioned above

   h. Friends your own age

8. In high school, did your teachers or counselors ever try to influence your post high school plans? For each of the following, tell me if teachers or counselors encouraged you, didn't try to influence you, or discouraged you.

   a. To go to college

   b. To go to vocational, technical, business or trade school

   c. To enter an apprenticeship or on-the-job training program

   d. To enter the military service

   e. To get a job immediately after high school

If the respondent either went to school or worked, ask the appropriate questions below.

1. Thinking about the school you attended in April,

   d. For what did high school best prepare you at this school?

   e. For what did high school least prepare you at this school?

2. Thinking about the job you worked at in April,

   f. For what did high school best prepare you in this job?

   g. For what did high school least prepare you in this job?

9. Finally, did any question that I asked require you to give an answer that doesn't really represent your situation adequately? If so, please tell me which question. What would be a better way of answering?

That's all the questions we have. Your responses will be a big help to us. We will continue to keep you up to date about the results of our study.

APPENDIX C

SAN DIEGO CITY SCHOOLS

Dear San Diego City Schools Graduate:

Some months after graduating from high school you received a Follow-Up Study questionnaire. You were asked to describe your major activities at that time and to evaluate your high school briefly along a few dimensions.

We received replies for almost eighty percent (79.7%) of those surveyed. That is a relatively high rate of response, for which we are very appreciative. This brochure includes highlights of the results. For more information about the survey, please contact the school district's Research Department at (619) 293-8629.

We have included a return postcard which asks you to provide updated address and telephone information. Please assist us by completing and returning this card promptly.

Congratulations on your accomplishment and best wishes for continued success.

Sincerely,

Thomas W. Payzant
Superintendent

C-1

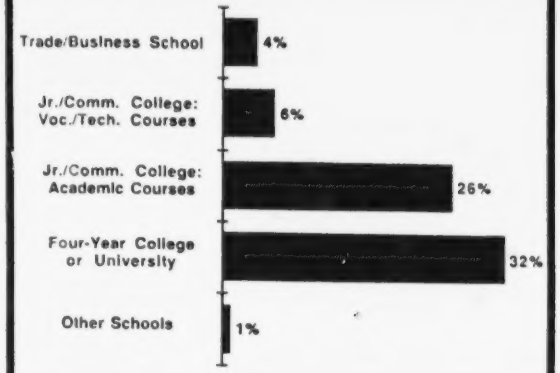
WHAT ARE GRADUATES DOING?*

School, Full-Time	55%
School, Part-Time	14%
In Military Service	3%
Homemaker	0%
Working, Full-Time	20%
Working, Part-Time	35%
Unemployed, Looking for Work	6%
Taking a Break from School and/or Work	4%
Married	1%

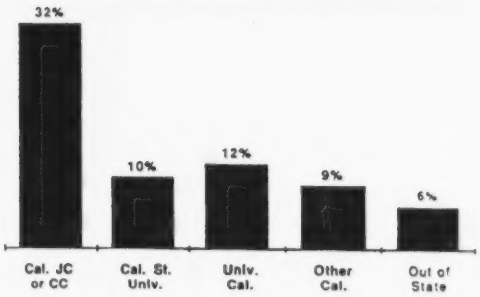
*Persons can be in more than one category

1984
1985
1986
1987
1988

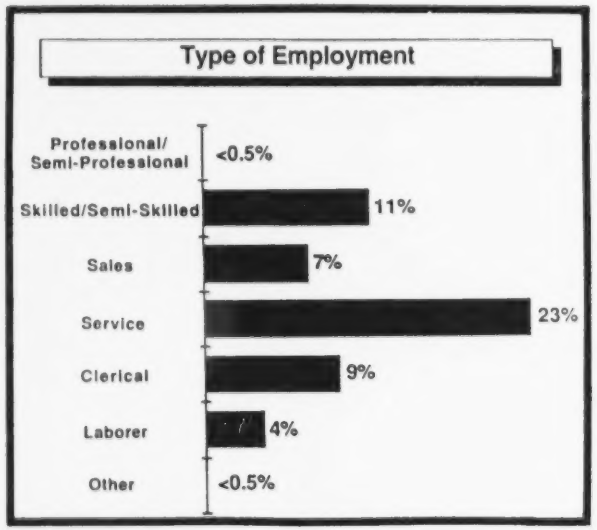
Types of Schools Attended



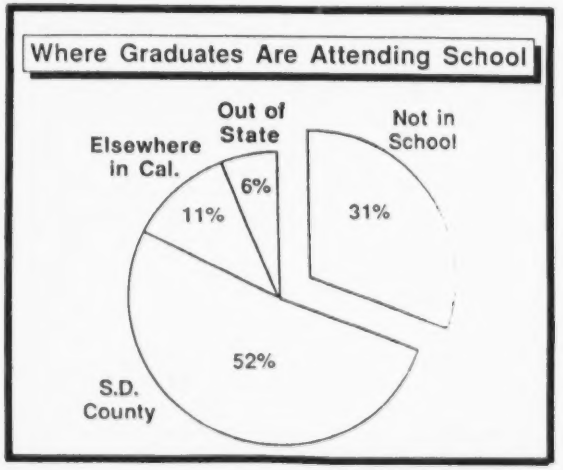
Schools Attended



Type of Employment



Where Graduates Are Attending School



72

73

SCHOOL EVALUATION

Good and Excellent rating

Qualities	San Diego	National Sample
Academic Instruction	69%	66%
Reputation in Community	66%	68%
Teacher Interest in Students	64%	61%
Fairness of Discipline	61%	44%
Condition of Buildings and Classrooms	66%	69%
School Spirit	61%	50%

RATES OF RESPONSE

School	Percentage of Sample Responding*
Clairemont	86.0
Crawford	81.9
Henry	91.9
Hoover	77.5
Kearny	89.7
La Jolla	68.3
Lincoln	72.7
Madison	83.3
Mira Mesa	85.3
Mission Bay	86.2
Morse	78.7
Point Loma	83.3
San Diego	85.7
Serra	78.2
University City	80.7
Garfield	12.0
Gompers	72.5
Muir	25.0
O'Farrell	67.5
Twain	23.8
Wright Brothers	50.0

*Either by the graduate or by someone in the graduate's household.

C-2

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POSITIVE EVALUATIONS

Your high schools fared well in your evaluations. In each of six factors, more than three-fifths of you gave the schools a good or excellent rating. On two aspects, 'Fairness of Discipline' and 'School Spirit,' San Diego schools rated significantly better than schools in a national sample. Compared to this national sample, San Diego schools could improve in 'Reputation in Community' and 'Condition of Buildings and Classrooms.'

Unusual study traces city schools alumni

By Christopher Reynolds
Staff Writer

In June 1984, some 6,250 teen-agers graduated from San Diego high schools and headed, most of them, into the worlds of work or college.

Six months later, about 55 percent of them were in school full time, 20 percent were working full time, 6 percent said they were unemployed and looking for work, 3 percent were in military service, and 4 percent were "taking a break from school and or work."

Usually, graduation means a student has escaped the reach of the school district's many tests and questionnaires. But starting almost two years ago, the San Diego Unified School District's research department undertook an unusual effort to follow those teen-agers after graduation.

Following a landmark study initiated by federal researchers 14 years before, school officials assigned educational researcher Paul Goren to catch up with the graduates and find out what they were up to — an assignment they hope will be the first in a five-year study of the class of 1984.

"It took a year and a half to put this together," Goren said Friday. He and several assistants chose 1,955 students from the class of 1984 to serve as their sample group, then used two rounds of letters ... phone calls to ...

CONTINUED FOLLOW UP

In the next couple of months, we will contact you and some of your classmates for the second phase of the graduate follow-up study. Each year a report of the survey results will be produced and shared with you.

Help make the second-year study another success. Please return (and, if necessary, correct) the enclosed address update card. And when the next questionnaire comes, give us a hand and fill it out.

FOLLOW-UP STUDY of SAN DIEGO UNIFIED SCHOOL DISTRICT JUNE 1984 SENIOR HIGH GRADUATES

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SD CS
RESEARCH DEPARTMENT

PHASE 1 REPORT MAY 1986

Unusual study traces city schools alumni

By Christopher Reynolds
Staff Writer

In June 1984, some 6,250 teen-agers graduated from San Diego high schools and headed, most of them, into the worlds of work or college.

Six months later, about 55 percent of them were in school full time, 20 percent were working full time, 6 percent said they were unemployed and looking for work, 3 percent were in military service, and 4 percent were "taking a break from school and or work."

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Following a landmark study initiated by federal researchers 14 years before, school officials assigned educational researcher Paul Goren to catch up with the graduates and find out what they were up to — an assignment they hope will be the first in a five-year study of the class of 1984.

"It took a year and a half to put this together," Goren said Friday. He and several assistants chose 1,055 students from the class of 1984 to serve as their sample group, then used two rounds of letters and then phone calls to track their subjects through moves, matriculations and marriages.

The district eventually documented answers from 841 graduates. Goren since has been promoted, and responsibility for the class of 1984 — along with a table full of papers and research materials — has been handed over to researcher Peter Bell.

But last week, school officials presented the first round of results to the Board of Education, prompting Superintendent Tom Payzant to call the work "one of the most interesting studies we've done since I've been here."

Among the findings:

- In addition to the 55 percent of the graduates who were attending school full time, 14 percent more were attending classes part time.
- In addition to the 20 percent working full time, 35 percent more were working part time.

"...one of the most interesting studies we've done since I've been here."

Superintendent Tom Payzant

- Some 38 percent of the district's white graduates were enrolled in four-year institutions, compared with 35 percent of the Asians, 22 percent of the blacks and 12 percent of the Hispanics.

That ethnic breakdown led district staff to suggest in a report that "there needs to be further investigation regarding black and Hispanic students' access to college preparatory programs."

- When compared with nationwide responses to a similar 1982 federal study, San Diego students ranked their schools higher in academic instruction, lower in community reputation, higher in teacher interest in students, much higher in fairness of discipline, lower in condition of buildings and classrooms, and higher in school spirit.
- Of the teen-agers working six months after graduation, 23 percent were in service jobs — including fast-food restaurants and the like — 11 percent were laborers, 9 percent were in sales and 7 percent were in clerical work.
- Substantial differences showed from campus to campus. For instance, 80 percent of University City High School's graduates were in school full time, compared with 25 percent of Lincoln High School's. Some 38 percent of Lincoln's graduates were working full time, compared with just 2 percent of La Jolla High School's.

"I think it's a little unusual for a local district to do it. It's a lot of work," said Vance Grant, a specialist in education statistics for the U.S. Department of Education in Washington. "It's a very interesting and, we think, a very worthwhile thing to be doing."

Federal officials started the study 14 years ago when selected members of the class of 1972 were tracked for 7½ years. The method was repeated with more than 29,000 1982 high school graduates nationwide, in an often-quoted study entitled "High School and Beyond."

The next federal effort in this area, Grant said, will be a look at the class of 1992, but it will pick up the students in 1988 — at the eighth grade level — so that it can track the number who drop out and investigate the reasons why.

San Diego Union
April 14, 1986

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Peter Bell
Research Department

APPENDIX D

APPENDIX TABLE D-1

AREAS OF HIGH SCHOOL PREPARATION CITED
BY POSTSECONDARY SCHOOL ENROLLEES
CLASS OF '84

For what did high school best prepare you in your current school?

Areas Cited	Percentage of Current Enrollees Citing
English	16.7
Everything/Basic	15.8
Mathematics	14.8
Study Skills	10.1
Writing	7.7
Interpersonal Skill	5.6
Self-discipline	5.1
Science	4.3
Work/Study Load	2.8
College-related	2.4
Other	2.4
Art	1.7
Career-related	1.5
History	1.5
Reading	1.3
Business Skills	0.9
Social Studies	0.9
Stress	0.9
Typing	0.9
Computer Skills	0.6
Liberal Arts	0.6
Thinking/Logic	0.6
Vocational Skills	0.6
Foreign Language	0.4
Phys. Ed./Sports	0.4
ROP	0.4
Real World	0.2

For what did high school least prepare you in your current school?

Areas Cited	Percentage of Current Enrollees Citing
Study Skills	13.1
Work/Study Load	12.2
Mathematics	9.4
Self-discipline	8.1
English	6.0
Science	5.6
Writing	4.3
Stress	3.4
Everything/Basic	3.0
College-related	2.8
Interpersonal Skill	2.8
Other	2.4
History	2.1
Vocational Skills	1.9
Career-related	1.7
Reading	1.7
Computer Skills	1.3
Liberal Arts	1.3
Social Studies	1.3
Foreign Language	1.1
Thinking/Logic	1.1
Art	0.9
Real World	0.9
Business Skills	0.6
Phys. Ed./Sports	0.2
ROP	0.2
Typing	0.0

APPENDIX TABLE D-2

AREAS OF HIGH SCHOOL PREPARATION CITED
BY WORKING GRADUATES
CLASS OF '84

For what did high school best prepare you in your current job?

Areas Cited	Percentage of Working Graduates Citing
Interpersonal Skill	18.0
Mathematics	10.4
English	7.8
Self-discipline	7.2
Business Skills	6.5
Typing	6.1
Vocational Skills	3.2
Computer Skills	2.4
ROP	2.4
Everything/Basic	1.9
Other	1.9
Career-related	1.1
Art	0.9
Thinking/Logic	0.9
Writing	0.7
Science	0.7
Social Studies	0.7
Reading	0.6
Real World	0.6
Phys. Ed./Sports	0.4
Study Skills	0.4
Stress	0.4
Foreign Language	0.2
Liberal Arts	0.2
College-related	0.0
History	0.0
Work/Study Load	0.0

For what did high school least prepare you in your current job?

Areas Cited	Percentage of Working Graduates Citing
Interpersonal Skill	6.7
Real World	4.6
Business Skills	4.3
Self-discipline	3.0
Mathematics	2.4
Vocational Skills	2.4
Other	2.2
Computer Skills	1.9
History	1.5
Career-related	1.3
English	1.1
Everything/Basic	1.1
Stress	1.1
Science	0.9
Art	0.6
Foreign Language	0.6
Phys. Ed./Sports	0.6
Thinking/Logic	0.6
Writing	0.4
Typing	0.4
Reading	0.2
ROP	0.2
Work/Study Load	0.2
College-related	0.0
Liberal Arts	0.0
Study Skills	0.0
Social Studies	0.0

Appendix Table D-3

Class of '84 Graduates'
Level of Agreement
"High School Should Have Placed More Emphasis on Basic Academic Subjects"

		PERCENT OF GRADUATES							
		SEX		RACE/ETHNICITY					
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Agree Strongly	45.4	44.9	45.9	42.9	51.5	53.8	48.1	56.3	41.8
Agree Somewhat	39.7	40.1	39.2	42.9	39.4	41.0	42.9	34.4	39.9
Disagree Somewhat	9.9	11.3	8.4	3.6	9.1	2.6	7.8	7.3	11.8
Disagree Strongly	2.3	1.6	3.0	3.6	0.0	0.0	0.0	1.0	3.2
Doesn't Apply	2.8	2.1	3.5	7.1	0.0	2.6	1.3	1.0	3.4
TOTAL RESPONSES	749	379	370	28	33	39	77	96	476

Appendix Table D-4

Class of '84 Graduates'
Level of Agreement
"High School Should Have Placed More Emphasis on Vocational and Technical Programs"

		PERCENT OF GRADUATES							
		SEX		RACE/ETHNICITY					
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Agree Strongly	33.5	34.7	32.2	35.7	43.4	27.3	44.3	41.0	29.4
Agree Somewhat	39.8	40.0	39.6	42.9	54.5	41.0	34.2	41.2	39.1
Disagree Somewhat	19.0	17.1	21.0	21.4	18.2	15.4	13.2	10.3	22.0
Disagree Strongly	4.2	3.7	4.6	0.0	0.0	0.0	5.3	3.1	5.1
Doesn't Apply	3.5	4.5	2.5	0.0	0.0	2.6	3.9	1.0	4.4
TOTAL RESPONSES	746	380	366	28	33	39	76	97	473

Appendix Table D-5

Class of '84 Graduates'
Level of Agreement
"High School Provided Counseling to Pursue Education"

		PERCENT OF GRADUATES								
		SEX		RACE/ETHNICITY						
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Agree Strongly	34.8	36.0	33.6	42.9	45.5	43.6	33.8	45.4	30.9
Agree Somewhat	33.5	34.9	32.0	28.6	42.4	38.5	32.5	29.9	33.6
Disagree Somewhat	14.4	13.1	15.7	7.1	12.1	7.7	10.4	16.5	15.8
Disagree Strongly	11.7	10.0	13.6	10.7	0.0	7.7	15.6	6.2	13.4
Doesn't Apply	5.6	6.0	5.1	10.7	0.0	2.6	7.8	2.1	6.3
TOTAL RESPONSES	750	381	369	28	33	39	77	97	476

Appendix Table D-6

Class of '84 Graduates'
Level of Agreement
"High School Provided Counseling to Find Employment"

		PERCENT OF GRADUATES								
		SEX		RACE/ETHNICITY						
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Agree Strongly	18.6	20.3	16.8	17.9	21.2	25.6	27.3	25.0	15.2
Agree Somewhat	25.3	28.4	22.0	25.0	27.3	41.0	18.2	31.3	23.8
Disagree Somewhat	21.9	18.7	25.3	17.9	33.3	12.8	23.4	21.9	21.9
Disagree Strongly	19.3	17.9	20.7	14.3	0.0	17.9	19.5	17.7	21.3
Doesn't Apply	15.0	14.7	15.2	25.0	18.2	2.6	11.7	4.2	17.9
TOTAL RESPONSES	748	380	368	28	33	39	77	96	475

Appendix Table D-7

Class of '84 Graduates'
Level of Agreement
"Parental Influence on Post High School Plans"

		PERCENT OF GRADUATES							
		SEX		RACE/ETHNICITY					
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
A Great Deal	60.5	60.9	60.0	78.6	72.7	37.8	71.4	59.8	58.7
Somewhat	31.8	30.9	32.7	21.4	12.1	45.9	26.0	27.8	34.4
Not at All	7.7	8.2	7.3	0.0	15.2	16.2	2.6	12.4	6.9
TOTAL RESPONSES	749	379	370	28	33	39	77	97	477

Appendix Table D-8

Class of '84 Graduates'
Level of Agreement
"Relative's Influence on Post High School Plans"

		PERCENT OF GRADUATES							
		SEX		RACE/ETHNICITY					
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
A Great Deal	17.6	21.2	13.9	25.0	19.4	13.5	27.3	27.1	13.9
Somewhat	36.8	35.5	38.0	25.0	48.4	45.9	45.5	30.2	35.9
Not at All	45.6	43.2	48.1	50.0	32.3	40.5	27.3	42.7	50.2
TOTAL RESPONSES	745	377	368	28	31	37	77	96	476

Appendix Table D-9

Class of '84 Graduates'
Level of Agreement
"Counselor's Influence on Post High School Plans"

		PERCENT OF GRADUATES								
		SEX		RACE/ETHNICITY						
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
A Great Deal	13.8	18.0	9.5	14.3	18.8	32.4	20.8	23.7	8.8
Somewhat	43.6	40.6	46.6	50.0	56.3	43.2	53.2	42.3	41.1
Not at All	42.6	41.4	43.9	35.7	25.0	24.3	26.0	34.0	50.1
TOTAL RESPONSES	746	377	369	28	32	37	77	97	476

Appendix Table D-10

Class of '84 Graduates'
Level of Agreement
"Teacher's Influence on Post High School Plans"

		PERCENT OF GRADUATES								
		SEX		RACE/ETHNICITY						
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
A Great Deal	25.2	25.7	24.8	25.0	34.4	40.5	21.1	32.6	22.6
Somewhat	45.6	44.7	46.6	53.6	50.0	37.8	59.2	40.0	44.4
Not at All	29.1	29.6	28.6	21.4	15.6	21.6	19.7	27.4	32.9
TOTAL RESPONSES	745	378	367	28	32	37	76	95	477

Appendix Table D-11

Class of '84 Graduates'
Level of Agreement
"Principal's Influence on Post High School Plans"

		PERCENT OF GRADUATES								
		SEX		RACE/ETHNICITY						
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
A Great Deal	3.2	2.4	4.1	0.0	3.2	5.4	6.6	5.3	2.3
Somewhat	11.7	13.1	10.3	14.3	12.9	21.6	9.2	15.8	10.3
Not at All	85.1	84.5	85.6	85.7	83.9	73.0	84.2	78.9	87.4
TOTAL RESPONSES	743	375	368	28	31	37	76	95	476

Appendix Table D-12

Class of '84 Graduates'
Level of Agreement
"Clergy's Influence on Post High School Plans"

		PERCENT OF GRADUATES								
		SEX		RACE/ETHNICITY						
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
A Great Deal	2.7	3.2	2.2	11.1	3.3	2.8	8.0	2.1	1.5
Somewhat	10.4	13.1	7.7	7.4	10.0	16.7	13.3	17.9	8.2
Not at All	86.9	83.6	90.1	81.5	86.7	80.6	78.7	80.0	90.3
TOTAL RESPONSES	738	373	365	27	30	36	75	95	475

Appendix Table D-13

Class of '84 Graduates'
Level of Agreement
"Other Adult's Influence on Post High School Plans"

				PERCENT OF GRADUATES					
		SEX		RACE/ETHNICITY					
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
A Great Deal	17.8	21.8	13.7	21.4	18.8	5.6	28.6	18.8	16.5
Somewhat	33.6	31.6	35.8	35.7	37.5	36.1	31.2	34.4	33.3
Not at All	48.6	46.7	50.5	42.9	43.8	58.3	40.3	46.9	50.2
TOTAL RESPONSES	743	377	366	28	32	36	77	96	474

Appendix Table D-14

Class of '84 Graduates'
Level of Agreement
"Peer's Influence on Post High School Plans"

				PERCENT OF GRADUATES					
		SEX		RACE/ETHNICITY					
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
A Great Deal	31.4	34.8	27.9	39.3	28.1	38.9	33.8	34.0	29.7
Somewhat	49.5	45.1	53.9	53.6	59.4	36.1	46.8	52.6	49.4
Not at All	19.1	20.1	18.2	7.1	12.5	25.0	19.5	13.0	20.9
TOTAL RESPONSES	748	379	369	28	32	36	77	97	478

Appendix Table D-15

Class of '84 Graduates'
Level of Agreement
"Teacher's Influence on Post High School Plans"

		PERCENT OF GRADUATES								
		SEX		RACE/ETHNICITY						
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Encouraged Me	76.5	79.3	73.6	75.0	81.3	81.6	83.1	78.4	74.4
Didn't Influence	22.6	20.2	25.1	25.0	18.8	18.4	16.9	21.6	24.2
Discouraged Me	.9	.5	1.4	0.0	0.0	0.0	0.0	0.0	1.5
TOTAL RESPONSES	748	381	367	28	32	38	77	97	476

Appendix Table D-16

Class of '84 Graduates'
Level of Agreement
"Teacher's Influence for Trade School"

		PERCENT OF GRADUATES								
		SEX		RACE/ETHNICITY						
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Encouraged Me	23.2	24.6	21.8	25.0	21.9	19.4	32.5	40.6	18.5
Didn't Influence	72.1	70.6	73.6	67.9	75.0	75.0	63.6	55.2	76.7
Discouraged Me	4.7	4.8	4.6	7.1	3.1	5.6	3.9	4.2	4.8
TOTAL RESPONSES	745	378	367	28	32	36	77	96	476

Appendix Table D-17

Class of '84 Graduates'
Level of Agreement
"Teachers' Influence for On-the-Job Training"

				PERCENT OF GRADUATES					
		SEX		RACE/ETHNICITY					
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Encouraged Me	18.2	18.0	18.4	14.3	21.9	22.2	22.1	29.2	15.0
Didn't Influence	75.7	75.9	75.6	82.1	75.0	66.7	70.1	65.6	79.1
Discouraged Me	6.1	6.1	6.0	3.6	3.1	11.1	7.8	5.2	5.9
TOTAL RESPONSES	742	377	365	28	32	36	77	96	473

Appendix Table D-18

Class of '84 Graduates'
Level of Agreement
"Teacher's Influence for Military"

				PERCENT OF GRADUATES					
		SEX		RACE/ETHNICITY					
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Encouraged Me	12.9	9.8	16.1	7.1	28.1	21.6	14.3	16.7	10.5
Didn't Influence	76.4	77.3	75.4	89.3	56.3	54.1	68.8	69.8	81.3
Discouraged Me	10.7	12.9	8.5	3.6	15.6	24.3	16.9	13.5	8.2
TOTAL RESPONSES	745	379	366	28	32	37	77	96	475

Appendix Table D-19

Class of '84 Graduates'
Level of Agreement
"Teacher's Influence for a Job"

		PERCENT OF GRADUATES								
		SEX		RACE/ETHNICITY						
Level of Agreement	District Totals	Female	Male	Asian	Filipino	Indo-Chinese	Black	Hispanic	White
Encouraged Me	11.4	10.6	12.3	7.1	9.7	21.6	20.8	13.5	9.1
Didn't Influence	73.8	72.8	74.8	78.6	74.2	48.6	67.5	72.9	76.6
Discouraged Me	14.8	16.6	12.9	14.3	16.1	29.7	11.7	13.5	14.2
TOTAL RESPONSES	744	379	365	28	31	37	77	96	475

APPENDIX E

Appendix Table E-1

Class of '84 Graduates'
Employment Status 22 Months After Graduation
Individual School Data

(Data from schools with five or less responses not included)

Employment Status	CLAIREMONT	CARAWAY	HENRY	HOOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRAMAR	MISSION BAY	MORSE	OCEAN VIEW	PACIFIC BEACH	SAN DIEGO	SERRA	UNIVERSITY CITY	VISTA	GARFIELD	GOMPERS	FAIRMONT	MIRA MESA	MURIETTA	RANCHO BERNARDO	WILLIAM H. TURNER	WOODROW WILSON	BOONE
Full-Time	28.6	40.8	41.1	46.4	50.0	17.3	83.3	45.8	27.9	42.2	35.9	35.2	50.0	42.1	26.2	66.7	25.8	—	36.0	42.9	42.9
Part-Time	57.1	34.7	28.6	32.1	24.2	34.6	16.7	30.6	51.5	26.7	35.9	33.3	13.6	21.1	35.7	—	32.3	—	40.0	28.6	21.4
School Only	8.6	18.4	24.1	17.9	19.4	46.2	—	16.7	14.7	26.7	23.1	22.2	31.8	18.4	31.0	8.3	29.0	—	12.0	—	14.3
Military Service	2.9	—	1.8	3.6	1.6	—	—	4.2	2.9	—	5.1	3.7	—	5.3	2.4	8.3	—	—	—	—	7.1
Homemaker	—	4.1	1.8	—	—	—	—	—	—	—	—	—	—	2.6	—	—	—	—	—	14.3	—
Unemployed	—	2.0	.9	—	1.6	—	—	1.4	—	4.4	—	1.9	—	2.6	2.4	—	—	—	—	14.3	7.1
Taking Break	—	—	1.8	—	1.6	—	—	—	2.9	—	—	1.9	4.5	2.6	2.4	16.7	12.9	—	4.0	—	7.1
Other	2.9	—	—	—	1.6	1.9	—	1.4	—	—	—	1.9	—	5.3	—	—	—	—	8.0	—	—
TOTAL RESPONSES	35	49	112	28	62	52	12	72	68	45	39	54	22	38	42	12	31	1	25	7	14

Appendix Table E-2

Class of '84 Graduates'
School Enrollment Status 22 Months After Graduation
Individual School Data

(Data from schools with five or less responses not included)

School Enrollment Status	CLAIREMONT	CP	HOOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRAMAR	MISSION BAY	POINT LOMA	SAN DIEGO	UNIVERSITY	GARFIELD	MORSE	O'FARRELL	TARBUT	WRIGHT	BROOKS
Full-Time	54.3	[illegible]	49.1	42.9	38.7	75.0	8.3	36.1	57.4	53.3	53.8	51.9	45.5	44.7	54.8	8.3	67.7	—	36.0	28.6	7.1
Part-Time	11.4	[illegible]	12.5	14.3	6.5	11.5	25.0	9.7	11.8	15.6	7.7	13.0	9.1	5.3	11.9	—	6.5	—	28.0	14.3	14.3
Not in School	34.3	36.7	38.4	42.9	54.8	13.5	66.7	54.2	30.9	31.1	38.5	35.2	45.5	50.0	33.3	91.7	25.8	—	36.0	57.1	78.6
TOTAL RESPONSES	35	49	112	28	62	52	12	72	68	45	39	54	22	38	42	12	31	1	25	7	14

Appendix Table E-3

Class of '84 Graduates'
Course of Study 22 Months After Graduation
Individual School Data

(Data from schools with five or less responses not included)

Course of Study	CLAIR EMONT	CRAWFORD	HENRY	HOOVER	KARNS	LAJOLLA	LINCOLN	MADISON	MISSION BAY	PORTOLA	SAN MARCOS	SCRIPPS RANCH	UNIVERSITY CITY	VISTA	CARLSBAD	FALLBROOK	MARIAN BYRON	RAMONA	TWAIN	WILSON
No School	34.3	36.7	38.7	42.9	54.8	13.5	66.7	54.9	30.9	31.1	38.5	36.5	47.6	50.0	33.3	91.7	26.7	—	36.0	57.1	78.6
Four-Year College	31.4	26.5	31.5	21.4	17.7	59.6	16.7	16.9	33.8	37.8	23.1	38.5	23.8	13.2	33.3	—	46.7	—	28.0	—	—
JC Academic	34.3	34.7	27.0	21.4	25.8	21.2	—	26.8	30.9	24.4	28.2	19.2	19.0	31.6	26.2	—	20.0	—	36.0	28.6	7.1
JC Vocational	—	—	.9	—	—	1.9	8.3	—	1.5	2.2	—	1.9	4.8	—	2.4	—	—	—	—	—	7.1
Trade/Bus School	—	2.0	1.8	10.7	1.6	1.9	8.3	1.4	2.9	2.2	10.3	3.8	4.8	5.3	4.8	8.3	3.3	—	—	14.3	7.1
Other	—	—	—	3.6	—	1.9	—	—	—	2.2	—	—	—	—	—	—	3.3	—	—	—	—
TOTAL RESPONSES	35	49	111	28	62	52	12	71	68	45	39	52	21	38	42	12	30	1	25	7	14

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Appendix Table E-4

Class of '84 Graduates'
Location of School Attended 22 Months After Graduation
Individual School Data

(Data from schools with five or less responses not included)

Location of School Attended	CLAIREMONT	CRAWFORD	HENRY	HOOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRAMAR	MISSION	MORSE	OLIVER	SAN DIEGO	UNIVERSITY	GARFIELD	GOMPERS	MIDDLE	PERSHING	MURIEL	RILEY	TWAIN	WHITE	BORDER
No School	34.3	36.7	38.7	42.9	54.8	13.5	66.7	54.9	30.9	31.1	38.5	36.5	47.6	50.0	33.3	91.7	26.7	—	36.0	57.1	78.6
San Diego County	65.7	46.9	45.0	50.0	37.1	38.5	33.3	40.8	61.8	48.9	51.3	42.3	42.9	44.7	35.7	8.3	23.3	—	40.0	42.9	21.4
California	—	16.3	9.9	7.1	8.1	28.8	—	2.8	5.9	17.8	7.7	21.2	9.5	—	31.0	—	36.7	—	20.0	—	—
Out of State	—	—	6.3	—	—	19.2	—	1.4	1.5	2.2	2.6	—	—	5.3	—	—	13.3	—	4.0	—	—
TOTAL RESPONSES	35	49	111	28	62	52	12	71	68	45	39	52	21	38	42	12	30	1	25	7	14

Appendix Table E-5

Class of '84 Graduates'
School System Attended 22 Months After Graduation
Individual School Data

(Data from schools with five or less responses not included)

School System Attended	CLAIREMONT	CORONADO	HERRY	HOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRA MESA	MISSION BAY	POINT LOMA	SAN MARCOS	UNIGHIRAGOMA	SCRIPPS RANCH	CIRCLE	FREMONT	MURIEL	OCEAN CREST	WRIGHTWOOD	BARONA
No School	34.3	36.7	38.7	42.9	54.8	13.5	66.7	54.9	30.9	31.1	38.5	36.5	47.6	50.0	33.3	91.7	26.7	—	36.0	57.1	78.6
Univ. of Cal.	8.6	12.2	7.2	3.6	3.2	28.8	—	11.3	13.2	24.4	2.6	15.4	9.5	10.5	21.4	—	10.0	—	4.0	—	—
Cal. State Univ.	22.9	8.2	14.4	17.9	14.5	7.7	—	4.2	14.7	4.4	12.8	15.4	14.3	2.6	4.8	—	16.7	—	16.0	—	—
Cal. Comm. College	34.3	34.7	26.1	21.4	24.2	21.2	8.3	25.4	30.9	25.7	28.2	21.2	23.8	28.9	26.2	—	20.0	—	36.0	28.6	7.1
Other	—	8.2	13.5	14.3	3.2	28.8	25.0	4.2	10.3	13.3	17.9	11.5	4.8	7.9	14.3	8.3	26.7	—	8.0	14.3	14.3
TOTAL RESPONSES	35	49	111	28	62	52	12	71	68	45	39	52	21	38	42	12	30	1	25	7	14

E-5

Appendix Table E-6

Class of '84 Graduates'
Marital Status 22 Months After Graduation
Individual School Data

(Data from schools with five or less responses not included)

Marital Status	CLAIREMONT	CRAWFORD	HENRY	HOOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRA MESA	MISSION BAY	POINT LOMA	SAN DIEGO	SERRA	UNIVERSITY	GARFIELD	GOMPERS	MIRAMAR	O'FARRELL	TWAIN	WRIGHT	BROS
Single	97.1	98.0	94.6	96.3	96.8	98.1	83.3	98.6	98.5	97.8	89.7	90.7	100.0	91.9	100.0	91.7	100.0		92.4	71.4	92.9
Married	2.9	2.0	5.4	3.7	3.2	1.9	16.7	1.4	1.5	2.2	10.3	9.3	—	8.1	—	8.3	—	—	3.8	28.6	7.1
Divorced	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3.8	—	—
TOTAL RESPONSES	35	49	112	27	62	52	12	71	66	45	39	54	22	37	42	12	31	1	26	7	14

Appendix Table E-7

Class of '84 Graduates'
Job Types 22 Months After Graduation
Individual School Data

(Data from schools with five or less responses not included)

Job Types	CLAIR EMONT	CRAWFORD	HENRY	HOVER	KNOX	LAKE	LINCOLN	MADISON	MIAMI	MORGAN	PIKE	SCIOTO	UNION	VAN WERT	WOOD	WYANDOT	FAIRFIELD	MUSKINGUM	PERRY	MARION	WILLIAMS	BUTLER
Not Employed	14.3	25.0	30.4	22.2	25.8	48.1	—	24.3	20.6	31.8	28.2	32.1	36.4	36.8	39.0	33.3	43.3	—	24.0	28.6	35.7
Agricultural	—	4.2	.9	3.7	—	1.9	—	1.4	—	—	—	—	—	—	—	—	3.3	—	—	—	—
Craftsmen	2.9	2.1	.9	3.7	4.8	1.9	8.3	5.7	—	2.3	2.6	1.9	4.5	5.3	—	—	6.7	—	4.0	—	7.1
Clerical	14.3	22.9	11.6	18.5	16.1	9.6	25.0	22.9	20.6	6.8	23.1	18.9	13.2	10.5	26.8	8.3	16.7	—	16.0	14.3	35.7
Laborer	—	4.2	6.3	11.1	1.6	—	—	1.4	2.9	4.5	2.6	—	—	5.3	4.9	8.3	—	—	—	28.6	—
Managerial	—	—	.9	—	1.6	—	—	—	1.5	2.3	—	—	—	—	—	—	—	—	—	—	—
Mechanic	—	—	2.7	—	1.6	—	—	2.9	—	2.3	—	1.9	—	—	—	8.3	3.3	—	—	—	—
Operatives	5.7	4.2	7.1	7.4	8.1	—	8.3	1.4	5.9	4.5	2.6	3.8	4.5	7.9	2.4	8.3	--	—	4.0	—	—
(Semi)Professional	—	4.2	1.8	—	3.2	7.7	8.3	2.9	—	—	7.7	1.9	4.5	2.6	—	—	10.0	—	8.0	14.3	7.1
Sales	34.3	16.7	16.1	18.5	11.3	15.4	25.0	20.0	25.0	11.4	17.9	18.9	9.1	10.5	9.8	16.7	6.7	—	20.0	14.3	7.1
Service	22.9	16.7	20.5	11.1	25.8	13.5	25.0	12.9	23.5	27.3	15.4	18.9	22.7	13.2	17.1	16.7	10.0	—	24.0	—	7.1
Transportation	5.7	—	.9	3.7	—	1.9	—	4.3	—	6.8	—	1.9	—	7.9	—	—	—	—	—	—	—
TOTAL RESPONSES	35	48	112	27	62	52	12	70	68	44	39	53	22	38	41	12	30	1	25	7	14

Appendix Table E-8

Class of '84 Graduates'
Industries of Employment 22 Months After Graduation
Individual School Data

(Data from schools with five or less responses not included)

Industries of Employment	CLAIREMONT	CRAWFORD	HENRY	HOOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRAMAR	MISSION BAY	MORSE	OCEAN VIEW	POINT LOMA	SAN DIEGO	SERRA	UNIVERSITY CITY	VISTA	GOMPERS	MARSTON	O'FARRELL	TWAIN	WILSON	WRIGHT BROS
Not Employed	14.3	25.0	31.2	22.2	26.2	48.1	—	24.3	20.6	31.1	28.9	32.7	36.4	36.8	39.0	33.3	44.8	—	24.0	28.6	35.7
Agriculture	—	2.1	.9	—	—	1.9	—	1.4	—	—	—	—	—	—	—	—	—	—	—	—	—
Care-Med,Day,other	2.9	8.3	1.8	3.7	9.8	—	16.7	4.3	1.5	4.4	7.9	1.9	4.5	2.6	—	—	3.4	—	4.0	—	7.1
Construction	—	—	1.8	14.8	3.3	—	8.3	1.4	2.9	4.4	2.6	—	—	5.3	2.4	—	3.4	—	4.0	14.3	—
Education	2.9	12.5	6.4	3.7	9.8	9.6	16.7	4.3	8.8	2.2	13.2	9.6	—	5.3	14.6	8.3	13.8	—	16.0	—	—
Entertainment	8.6	4.2	2.8	3.7	3.3	—	—	—	2.9	4.4	2.6	3.8	—	—	—	—	3.4	—	8.0	—	—
Fin, Ins, Rl Est	5.7	8.3	3.7	3.7	3.3	3.8	8.3	8.6	4.4	—	5.3	7.7	4.5	2.6	7.3	—	3.4	—	—	—	21.4
Government	2.9	—	.9	3.7	—	—	—	1.4	2.9	2.2	7.9	1.9	4.5	—	2.4	8.3	3.4	—	—	14.3	—
Manufacturing	14.3	12.5	8.3	3.7	8.2	1.9	8.3	4.3	7.4	4.4	2.6	1.9	4.5	13.2	4.9	8.3	6.9	—	8.0	—	—
Repair	—	—	.9	—	—	—	—	1.4	—	4.4	—	—	4.5	—	—	8.3	—	—	—	—	—
Rest. and Fast F	11.4	8.3	14.7	3.7	4.9	13.5	8.3	4.3	11.8	15.6	5.3	17.3	18.2	13.2	7.3	8.3	3.4	—	8.0	—	7.1
Retail, Wholesale	25.7	16.7	19.3	22.2	19.7	17.3	25.0	25.7	22.1	15.6	18.4	15.4	9.1	15.8	9.8	16.7	10.3	—	16.0	14.3	7.1
Other service	11.4	8.3	7.3	14.8	11.5	3.8	8.3	18.6	13.2	11.1	5.3	5.8	13.6	5.3	12.2	8.3	3.4	—	12.0	28.6	21.4
Other	—	2.1	—	—	—	—	—	—	1.5	—	—	1.9	—	—	—	—	—	—	—	—	—
TOTAL RESPONSES	35	48	109	27	61	52	12	70	68	45	38	52	22	38	41	12	29	1	25	7	14

Appendix Table E-9

Class of '84 Graduates'
Voter Registration Status 22 Months After Graduation
Individual School Data

(Data from schools with five or less responses not included)

Voter Registration Status	CLAIREMONT	CRAWFORD	HENRY	HOVE	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRA MESA	MISSION BAY	POINT LOMA	SAN DIEGO	UNIVERSITY	GILLESPIE	GOMPERS	FOREST A.	RANCHO T.	WILSON	BALBOA
No	34.3	39.6	31.3	57.7	47.5	28.8	25.0	43.7	33.8	28.9	30.8	27.8	28.6	30.6	31.7	33.3	34.5	—	16.7	42.9	46.2
Yes	65.7	60.4	68.8	42.3	52.5	71.2	75.0	56.3	66.2	71.1	69.2	72.2	71.4	69.4	68.3	66.7	65.5	—	83.3	57.1	53.8
TOTAL RESPONSES	35	48	112	26	61	52	12	71	68	45	39	54	21	36	41	12	29	1	24	7	13

Appendix Table E-10

Class of '84 Graduates' Level of Agreement
"High School Should Have Placed More Emphasis on Basic Academic Subjects"
Individual School Data

(Data from schools with five or less responses not included)

Level of Agreement	CLAIREMONT	CRAWFORD	HENRY	HOOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRA MESA	MISSION BAY	MORSE	OLIVER	PACIFIC BEACH	SAN DIEGO	SERRA	UNIVERSITY	GARFIELD	MORSE	O'FARRELL	ROOSEVELT	WILSON	BROS
Agree Strongly	48.6	46.9	38.2	40.7	44.8	38.5	46.2	51.4	51.5	35.6	51.3	61.1	54.5	57.9	34.1	50.0	13.8	—	45.8	42.9	64.3
Agree Somewhat	40.0	44.9	44.5	40.7	46.6	28.8	38.5	41.4	36.8	46.7	43.6	25.9	36.4	28.9	34.1	41.7	44.8	—	50.0	42.9	21.4
Disagree Somewhat	5.7	4.1	14.5	11.1	5.2	21.2	7.7	5.7	11.8	11.1	5.1	3.7	9.1	10.5	14.6	8.3	13.8	—	—	14.3	—
Disagree Strongly	2.9	—	1.8	—	1.7	5.8	—	—	—	—	—	5.6	—	2.6	7.3	—	6.9	—	—	—	7.1
Doesn't Apply	2.9	4.1	.9	7.4	1.7	5.8	7.7	1.4	—	6.7	—	3.7	—	—	9.8	—	20.7	—	4.2	—	7.1
TOTAL RESPONSES	35	49	110	27	58	52	13	70	68	45	39	54	22	38	41	12	29	1	24	7	14

Appendix Table E-11

Class of '84 Graduates' Level of Agreement
"High School Should Have Placed More Emphasis on Vocational and Technical Programs"
Individual School Data

(Data from schools with five or less responses not included)

Level of Agreement	CLAIR EMONT	CRAWFORD	HENRY	HOVER	KNOX	LAPORTE	LAWRENCE	MADISON	MISHAWAKA	MUNCIE	PORTAGE	SCHAFER	UNION MILLS	VALPARAISO	WARRICK	O'FALLON	FRANKFORT	MT VERNON	WEST LAFAYETTE	BROWNSBURG
Agree Strongly	40.0	38.8	32.4	29.6	43.1	28.8	66.7	38.0	26.9	25.7	35.9	25.9	27.3	39.5	22.0	75.0	6.9	—	41.7	85.7	50.0
Agree Somewhat	31.4	51.0	38.9	44.4	46.6	38.5	8.3	40.8	46.3	37.8	38.5	50.0	31.8	34.2	26.8	25.0	27.6	—	37.5	14.3	35.7
Disagree Somewhat	25.7	4.1	19.4	14.8	6.9	21.2	16.7	16.9	20.9	22.2	23.1	16.7	31.8	23.7	31.7	—	44.8	—	8.3	—	—
Disagree Strongly	2.9	4.1	4.6	7.4	1.7	3.8	8.3	2.8	3.0	6.7	—	3.7	4.5	2.6	12.2	—	10.3	—	4.2	—	7.1
Doesn't Apply	—	2.0	4.6	3.7	1.7	7.7	—	1.4	3.0	6.7	2.6	3.7	4.5	—	7.3	—	10.3	—	8.3	—	7.1
TOTAL RESPONSES	35	49	108	27	58	52	12	71	67	45	39	54	22	38	41	12	29	1	24	7	14

Appendix Table E-12

Class of '84 Graduates' Level of Agreement
"High School Provided Counseling to Pursue Education"
Individual School Data

(Data from schools with five or less responses not included)

Level of Agreement	CAIRE MONT	CRAW FORD	HENRY	HOOVER	KEARNY	LAJOLLA	LINCOLN	MADISON	MIRAMONTE	MISSION BAY	POINT LOMA	SAN MARCOS	SCRIPPS RANCH	UNIVERSITY CITY	VISTA	GARFIELD	GOMPERS	MARSHALL	MUIR	OCEAN VIEW	PACIFIC BEACH	WILSON	WRIGHT BROS
Agree Strongly	41.2	20.4	30.0	44.4	24.1	28.8	15.4	49.3	29.4	24.4	43.6	37.0	45.5	57.9	33.3	25.0	48.3	—	45.8	14.3	50.0
Agree Somewhat	41.2	38.8	39.1	22.2	41.4	36.5	23.1	23.9	33.8	35.6	33.3	25.9	36.4	21.1	35.7	33.3	20.7	—	12.5	71.4	28.6
Disagree Somewhat	5.9	22.4	12.7	11.1	19.0	21.2	38.5	16.9	20.6	11.1	10.3	13.0	4.5	7.9	7.1	8.3	20.7	—	29.2	14.3	—
Disagree Strongly	5.9	12.2	11.8	14.8	8.6	9.6	23.1	5.6	13.2	20.0	10.3	16.7	9.1	7.9	16.7	25.0	3.4	—	12.5	—	7.1
Doesn't Apply	5.9	6.1	6.4	7.4	6.9	3.8	—	4.2	2.9	8.9	2.6	7.4	4.5	5.3	7.1	8.3	6.9	—	—	—	14.3
TOTAL RESPONSES	34	49	110	27	58	52	13	71	68	45	39	54	22	38	42	12	29	1	24	7	14

Appendix Table E-13

Class of '84 Graduates' Level of Agreement
"High School Provided Counseling to Find Employment"
Individual School Data

(Data from schools with five or less responses not included)

Level of Agreement	CLAIREMONT	CRAWFORD	HENRY	HOOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MARSHALL	MISSION	POINT LOMA	SAN DIEGO	UNIVERSITY	GARFIELD	GOMPERS	MORSE	O'FARRELL	MARTIN LUTHER KING	WILSON	BROOKS
Agree Strongly	17.6	22.4	14.5	29.6	10.3	9.6	15.4	34.3	14.7	11.1	20.5	11.3	31.8	34.2	16.7	33.3	6.9	—	16.7	14.3	57.1
Agree Somewhat	41.2	24.5	27.3	18.5	34.5	25.0	30.8	18.6	29.4	17.8	17.9	24.5	13.6	28.9	23.8	16.7	37.9	—	16.7	14.3	35.7
Disagree Somewhat	26.5	16.3	18.2	25.9	25.9	19.2	23.1	18.6	20.6	31.1	35.9	17.0	18.2	23.7	14.3	25.0	24.1	—	20.8	42.9	7.1
Disagree Strongly	11.8	14.3	19.1	25.9	13.8	23.1	30.8	18.6	22.1	26.7	17.9	26.4	22.7	10.5	19.0	25.0	10.3	—	33.3	14.3	—
Doesn't Apply	2.9	22.4	20.9	—	15.5	23.1	—	10.0	13.2	13.3	7.7	20.8	13.6	2.6	26.2	—	20.7	—	12.5	14.3	—
TOTAL RESPONSES	34	49	110	27	58	52	13	70	68	45	39	53	22	38	42	12	29	1	24	7	14

Appendix Table E-14

Class of '84 Graduates'
Parental Influence on Post High School Plans
Individual School Data

(Data from schools with five or less responses not included)

Degree of Influence	CLAIREMONT	CRAWFORD	HENRY	HOOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MARSHALL	MISSION BAY	POINT LOMA	SAN DIEGO	SERRA	UNIVERSITY	VISTA	GARFIELD	GOMPERS	FREMONT	O'FARRELL	MARSHALL	TWAIN	WRIGHT	BROOKS
A Great Deal	48.6	62.5	61.5	55.6	50.0	78.4	84.6	58.3	54.4	60.0	66.7	70.4	59.1	55.3	59.5	58.3	58.6	—	50.0	28.6	21.4
Somewhat	48.6	29.2	33.9	29.6	41.4	17.6	15.4	30.6	41.2	26.7	23.1	22.2	22.7	34.2	40.5	41.7	34.5	—	37.5	57.1	57.1
Not at All	2.9	8.3	4.6	14.8	8.6	3.9	—	11.1	4.4	13.3	10.3	7.4	18.2	10.5	—	—	6.9	—	12.5	14.3	21.4
TOTAL RESPONSES	35	48	109	27	58	51	13	72	68	45	39	54	22	38	42	12	29	1	24	7	14

Appendix Table E-15

Class of '84 Graduates'
Relatives' Influence on Post High School Plans
Individual School Data

(Data from schools with five or less responses not included)

Degree of Influence	CLAIREMONT	CARROLL	HOWARD	KEARNY	LA JOLLA	MADISON	MIRAMAR	MISSION BAY	PACIFIC BEACH	SAN MARCOS	SCRIPPS RANCH	UNIVERSITY CITY	GARFIELD	GOMPERS	SAN DIEGO MET.	O'FARRELL	WILSON	HOOVER
A Great Deal	22.9	18.8	18.3	11.1	16.1	19.6	15.4	19.7	14.7	13.3	20.5	13.0	40.9	18.9	16.7	16.7	11.1	—	16.7	14.3	28.6
Somewhat	28.6	37.5	37.6	37.0	41.1	37.3	38.5	38.0	35.3	37.8	35.9	44.4	31.8	43.2	28.6	33.3	40.7	—	33.3	28.6	28.6
Not at All	48.6	43.8	44.0	51.9	42.9	43.1	46.2	42.3	50.0	48.9	43.6	42.6	27.3	37.8	54.8	50.0	48.1	—	50.0	57.1	42.9
TOTAL RESPONSES	35	48	109	27	56	51	13	71	68	45	39	54	22	37	42	12	27	1	24	7	14

Appendix Table E-16

Class of '84 Graduates'
Counselors' Influence on Post High School Plans
Individual School Data

(Data from schools with five or less responses not included)

Degree of Influence	CLAIR EMORY	CRAWFORD	HENRY	HOVER	KEARNY	LAJOLLA	LINCOLN	MADISON	MIRAMAR	MISSION BAY	POINT LOMA	SAN MARCOS	SAN DIEGO	UNIVERSITY	VISTA	GROSSMONT	MARIAN	O'FARRELL	TRAWIC	WILGUS HILL	BORREGO SPRINGS
A Great Deal	17.1	18.8	12.0	25.9	7.0	7.8	30.8	15.5	5.9	13.3	23.1	14.8	22.7	18.4	—	25.0	34.5	—	25.0	—	57.1
Somewhat	60.0	50.0	36.1	44.4	40.4	39.2	46.2	49.3	48.5	37.8	43.6	40.7	50.0	28.9	50.0	25.0	48.3	—	50.0	57.1	35.7
Not at All	22.9	31.3	51.9	29.6	52.6	52.9	23.1	35.2	45.6	48.9	33.3	44.4	27.3	52.6	50.0	50.0	17.2	—	25.0	42.9	7.1
TOTAL RESPONSES	35	48	108	27	57	51	13	71	68	45	39	54	22	38	42	12	29	1	24	7	14

Appendix Table E-17

Class of '84 Graduates'
Teachers' Influence on Post High School Plans
Individual School Data

(Data from schools with five or less responses not included)

Degree of Influence	CLAIR MOUNT	CRAWFORD	HENRY	HOOVER	KEARNY	LAJUNTA	LAMAR	IAMAR	MISSION	MISSION	NORTON	PUEBLO	SOUTH	UNIGA	VIRGINIA	GROVE	FAIRMEAD	MURIEL	RIFLE	TWIN	WIGGINS	WRAY
A Great Deal	22.9	27.1	22.0	34.6	21.1	23.1	38.5	26.8	14.7	22.2	35.9	25.0	63.6	23.7	14.3	33.3	42.9	—	29.2	—	35.7	
Somewhat	51.4	43.8	42.2	46.2	42.1	44.2	53.8	46.5	55.9	44.4	51.3	44.2	27.3	47.4	52.4	16.7	50.0	—	16.7	57.1	42.9	
Not at All	25.7	29.2	35.8	19.2	36.8	32.7	7.7	26.8	29.4	33.3	12.8	30.8	9.1	28.9	33.3	50.0	7.1	—	54.2	42.9	21.4	
TOTAL RESPONSES	35	48	109	26	57	52	13	71	68	45	39	52	22	38	42	12	28	1	24	7	14	

Appendix Table E-18

Class of '84 Graduates'
Principals' Influence on Post High School Plans
Individual School Data

(Data from schools with five or less responses not included)

Degree of Influence	CLAIREMONT	CRAWFORD	HENRY	HOOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRAMAR	MISSION BAY	POINT LOMA	SAN DIEGO	SAN YSIDRO	UNIVERSITY	VISTA	GARFIELD	GOMPERS	MARSHALL	O'FARRELL	TERRA NOVA	WILSON	BALBOA
A Great Deal	5.7	2.1	.9	4.0	—	2.0	7.7	4.2	2.9	—	2.6	—	13.6	10.8	2.4	16.7	—	—	33.3	—	7.1	
Somewhat	8.6	12.5	7.3	—	8.8	13.7	7.7	14.1	16.2	6.8	7.7	18.5	18.2	16.2	14.3	—	21.4	—	16.7	—	21.4	
Not at All	85.7	85.4	91.7	96.0	91.2	84.3	84.6	81.7	80.9	93.2	89.7	81.5	68.2	73.0	83.3	83.3	78.6	—	50.0	100.0	71.4	
TOTAL RESPONSES	35	48	109	25	57	51	13	71	68	44	39	54	22	37	42	12	28	1	24	7	14	

Appendix Table E-19

Class of '84 Graduates'
Clergy's Influence on Post High School Plans
Individual School Data

(Data from schools with five or less responses not included)

Degree of Influence	CLAIREMONT	CORONADO	HOWE	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRA MESA	MORSE	PACIFIC BEACH	POINT LOMA	SAN DIEGO	UNIVERSITY CITY	VISTA	GARFIELD	OCEAN VIEW	FAIRMONT	HIGH TECH	WRIGHT BROS
A Great Deal	2.9	4.2	3.8	3.8	3.5	3.8	15.4	2.8	1.5	—	—	1.9	—	2.8	2.4	—	3.4	—	8.3	—	—
Somewhat	5.9	4.2	10.4	11.5	10.5	9.6	15.4	18.3	10.3	18.2	5.3	9.4	13.6	16.7	2.4	—	10.3	—	4.2	—	28.6
Not at All	91.2	91.7	85.8	84.6	86.0	86.5	69.2	78.9	88.2	81.8	94.7	88.7	86.4	80.6	95.2	100.0	86.2	—	87.5	100.0	71.4
TOTAL RESPONSES	34	48	106	26	57	52	13	71	68	44	38	53	22	36	42	12	29	1	24	7	14

Appendix Table E-20

Class of '84 Graduates'
Other Adults' Influence on Post High School Plans
Individual School Data

(Data from schools with five or less responses not included)

Degree of Influence	CLAIREMONT	CRAWFORD	HENRY	HOOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRA MESA	MISSION BAY	POINSETTIA	SAN MARCOS	SCRIPPS RANCH	UNIVERSITY	GOMPERS	O'FARRELL	MARR	TWAIN	WILSON
A Great Deal	17.1	12.8	14.0	7.4	14.0	19.2	15.4	16.9	17.6	18.2	25.6	18.5	18.2	36.8	19.0	25.0	11.1	—	16.7	—	30.8
Somewhat	25.7	48.9	40.2	37.0	26.3	36.5	23.1	39.4	35.3	40.9	25.6	22.2	22.7	23.7	33.3	16.7	33.3	—	41.7	14.3	30.8
Not at All	57.1	38.3	45.8	55.6	59.6	44.2	61.5	43.7	47.1	40.9	48.7	59.3	59.1	39.5	47.6	58.3	55.6	—	41.7	85.7	38.5
TOTAL RESPONSES	35	47	107	27	57	52	13	71	68	44	39	54	22	38	42	12	27	1	24	7	13

Appendix Table E-21

Class of '84 Graduates'
Peers' Influence On Post High School Plans
Individual School Data

(Data from schools with five or less responses not included)

Degree of Influence	CLAIR E MOORE	CLAIRE WOOD	HENRY	HOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MARIA SANCHEZ	MIRAMONTE	PORTER	SAN DIEGO	UNIVERSITY	VISTA	GROSSMONT	MESA	PALOMAR	MIRA COSTA	OCEANSIDE	RAMONA	TWIN PEAKS	WARNER	WILSON	BORREGO
A Great Deal	34.3	25.0	30.6	18.5	29.8	36.5	23.1	31.9	35.3	37.8	28.2	18.5	54.5	31.6	35.7	25.0	37.9	—	25.0	28.6	35.7
Somewhat	51.4	60.4	48.1	48.1	42.1	46.2	38.5	45.8	52.9	46.7	43.6	70.4	40.9	50.0	45.2	25.0	48.3	—	45.8	71.4	14.3
Not at All	14.3	14.6	21.3	33.3	28.1	17.3	38.5	22.2	11.8	15.6	28.2	11.1	4.5	18.4	19.0	50.0	13.8	—	29.2	—	50.0
TOTAL RESPONSES	35	48	108	27	57	52	13	72	68	45	39	54	22	38	42	12	29	1	24	7	14

Appendix Table E-22

Class of '84 Graduates'
Teachers' and Counselors' Influence for College
Individual School Data

(Data from schools with five or less responses not included)

Type of Influence	CLAIREMONT	CRAWFORD	HOOVER	KEARNY	LA JOLLA	LINCOLN	MIRAMAR	MISSION BAY	POINT LOMA	SAN MARCOS	SCRIPPS RANCH	UNIVERSITY CITY	GROSSMONT	MARSHALL	O'FARRELL	WRIGHT	BROOKLINE	CHELSEA	LYNN	SOMERVILLE
Encouraged Me	77.1	67.3	76.1	81.5	68.4	70.6	84.6	84.7	72.1	86.7	89.5	74.1	86.4	63.2	81.0	58.3	100.0	—	79.2	85.7	64.3
Didn't Influence	20.0	32.7	23.9	18.5	31.6	27.5	15.4	13.9	26.5	11.1	10.5	24.1	13.6	36.8	19.0	33.3	—	—	20.8	14.3	35.7
Discouraged Me	2.9	—	—	—	—	2.0	—	1.4	1.5	2.2	—	1.9	—	—	—	8.3	—	—	—	—	—
TOTAL RESPONSES	35	49	109	27	57	51	13	72	68	45	38	54	22	38	42	12	29	1	24	7	14

Appendix Table E-23

Class of '84 Graduates'
Teachers' and Counselors' Influence for Trade School
Individual School Data

(Data from schools with five or less responses not included)

Type of Influence	CLAIR MONT	CRAWFORD	HENRY	HOOVER	KENNARD	LAFAYETTE	LINCOLN	MADISON	MISSION	PIONEER	SANTANA	DE LA SALLE	SERRA	UNIVERSITY	GARFIELD	GROVER	O'FARRELL	MARINA	TWAIN	WOODROW WILSON	BALBOA
Encouraged Me	20.0	22.9	22.4	33.3	27.6	13.7	46.2	22.2	22.1	25.0	21.1	20.4	45.5	36.8	7.1	33.3	21.4	—	12.5	28.6	71.4
Didn't Influence	74.3	75.0	71.0	63.0	70.7	84.3	46.2	73.6	76.5	70.5	73.7	74.1	50.0	55.3	81.0	58.3	71.4	—	87.5	71.4	28.6
Discouraged Me	5.7	2.1	6.5	3.7	1.7	2.0	7.7	4.2	1.5	4.5	5.3	5.6	4.5	7.9	11.9	8.3	7.1	—	—	—	—
TOTAL RESPONSES	35	48	107	27	58	51	13	72	68	44	38	54	22	38	42	12	28	1	24	7	14

Appendix Table E-24

Class of '84 Graduates'
Teachers' and Counselors' Influence for On-the-Job Training Program
Individual School Data

(Data from schools with five or less responses not included)

Type of Influence	CLAIREMONT	CRAWFORD	HOOVER	KEARNY	LA JOLLA	MADISON	MIRAMAR	MISSION BAY	POINT LOMA	SAN DIEGO	UNIVERSITY	GARFIELD	GOMPERS	O'FARRELL	MARSHALL	WILSON	BRIGHT	LINCOLN	SOUTH
Encouraged Me	22.9	16.7	14.3	29.6	26.3	5.9	30.8	15.3	11.8	13.6	15.8	20.4	40.9	36.8	9.5	41.7	7.1	—	25.0	14.3	50.0
Didn't Influence	68.6	79.2	79.0	63.0	66.7	90.2	61.5	77.8	85.3	75.0	73.7	72.2	54.5	60.5	85.7	50.0	82.1	—	75.0	85.7	50.0
Discouraged Me	8.6	4.2	6.7	7.4	7.0	3.9	7.7	6.9	2.9	11.4	10.5	7.4	4.5	2.6	4.8	8.3	10.7	—	—	—	—
TOTAL RESPONSES	35	48	105	27	57	51	13	72	68	44	38	54	22	38	42	12	28	1	24	7	14

Appendix Table E-25

Class of '84 Graduates'
Teachers' and Counselors' Influence for Military Service
Individual School Data

(Data from schools with five or less responses not included)

Type of Influence	CLAIREMONT	CARROLL	HOWARD	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRAMAR	MISSION BAY	POINT LOMA	SAN DIEGO	SAN YSIDRO	UNIVERSITY CITY	VISTA	FALLBROOK	MARIE LEAL	MARIE REED	WEST HILLS	BONITA VISTA
Encouraged Me	17.1	14.3	11.2	11.1	17.5	3.9	15.4	13.9	16.2	11.4	31.6	3.7	22.7	13.2	7.1	8.3	3.6	—	12.5	—	14.3
Didn't Influence	60.0	79.6	74.8	70.4	71.9	92.2	69.2	73.6	77.9	79.5	50.0	85.2	72.7	71.1	90.5	66.7	89.3	—	75.0	100.0	85.7
Discouraged Me	22.9	6.1	14.0	18.5	10.5	3.9	15.4	12.5	5.9	9.1	18.4	11.1	4.5	15.8	2.4	25.0	7.1	—	12.5	—	—
TOTAL RESPONSES	35	49	107	27	57	51	13	72	68	44	38	54	22	38	42	12	28	1	24	7	14

Appendix Table E-26

Class of '84 Graduates'
Teachers' and Counselors' Influence for a Job Immediately After High School
Individual School Data

(Data from schools with five or less responses not included)

Type of Influence	CLAIREMONT	CRAWFORD	HENRY	HOVER	KEARNY	LA JOLLA	LINCOLN	MADISON	MIRA MESA	MISSION BAY	POINT LOMA	SAN DIEGO	UNIVERSITY	GARFIELD	GOMPERS	O'FARRELL	RAMONA	TWAIN	WILSON
Encouraged Me	5.7	12.2	11.2	14.8	10.5	2.0	30.8	13.9	9.0	6.8	18.4	11.1	27.3	18.4	7.1	25.0	7.1	--	8.3	--	35.7
Didn't Influence	65.7	83.7	70.1	59.3	77.2	88.2	46.2	75.0	74.6	77.3	65.8	72.2	63.6	71.1	78.6	66.7	67.9	--	91.7	100.0	57.1
Discouraged Me	28.6	4.1	18.7	25.9	12.3	9.8	23.1	11.1	16.4	15.9	15.8	16.7	9.1	10.5	14.3	8.3	25.0	--	--	--	7.1
TOTAL RESPONSES	35	49	107	27	57	51	13	72	67	44	38	54	22	38	42	12	28	1	24	7	14